



Parkland College:
Building a Sustainable Future
2012 Self-Study Report

Submitted to the
Higher Learning Commission

of the
North Central Association of Colleges and Schools

Evaluation Visit
October 1–3, 2012



Parkland College: Building a Sustainable Future

2012 Self-Study Report

Submitted to the
Higher Learning Commission

of the
North Central Association of Colleges and Schools

Evaluation Visit
October 1–3, 2012

Contents

Table of Contents

Parkland College: Building a Sustainable Future	
History and Overview	1
Demographics and Data	2
District 505 Map	4
Response to 2002 Higher Learning Commission Findings	5
General and Auxiliary Fund Balances.	5
Overview of the 2012 Reaccreditation Self-Study	6
Strengths and Challenges of the Self-Study Process	11
Primary Findings of the Self-Study	12
Overview of the Self-Study	15
Acronyms and Initialisms for Self-Study	15
Criterion 1: Mission and Integrity	
Core Component 1a	18
Mission Statement	18
Core Values	20
Mission Statement Revision: 2008–2010	21
Purpose Statements under Review.	22
Strategies for Communicating the Mission	22
Core Component 1b	23
Commitment to Core Values.	23
Measures to Diversify Faculty	24
Academic Support Services	28
Retention Initiatives	32
Core Component 1c	35
Workshops on Mission and Core Values	35
Familiarity with Mission and Core Values	36
Master Campus Development Plan	37
Innovation Fund	39
Scholarship at Parkland (SPARK) Project	39
Student Services Support the Mission	39
Core Component 1d	42
Board of Trustees	42
Administration	43
Parkland College Association (PCA)	48
College Governance	50
Leadership Evaluation and Development	51
Core Component 1e	53
Legal Integrity.	53
Fiscal Integrity	54
Curricular Integrity	55
College Environment Integrity.	57
Community Relations Integrity	63
Strengths and Challenges	64
Strengths	64
Challenges	65
Criterion 2: Preparing for the Future	
Core Component 2a	67
Strategic Planning	67
Input from Internal Constituents	70
College Operational and Annual Planning	71
Core Component 2b	74
Financial Resources.	74
Financial Revenues	79
Financial Expenses	82
Budget Process	83
Auxiliary Enterprises.	83
Economic Factors Affecting the Future.	84
Human Resources	85
Administrative Resources	87
Faculty and Staff Resources	88
Physical Resources and College Facilities.	90

Contents

Core Component 2c	92	Core Component 3d	164
Institutional Improvement and Use of Data	93	Library	164
Core Component 2d	112	Classroom Technologies.	168
Developmental Education Council (DEC)	112	Office of Disability Services (ODS).	170
First Year Experience (FYE)	115	Educational Spaces	174
P-20 Action Advisory Committee.	115	Strengths and Challenges	176
Student Success and Completion (Retention) Plan	118	Strengths	176
Student Success and Completion Plan	120	Challenges	176
Plans for Campus Sustainability	121	Criterion 4: Acquisition, Discovery, and Application of Knowledge	
Datatel Migration	125	Core Component 4a	178
Strengths and Challenges	128	Professional Development for Staff and Faculty	178
Strengths	128	Center for Excellence in Teaching and Learning.	179
Challenges	129	The Leadership Conference.	183
Criterion 3: Student Learning and Effective Teaching		Professional Development Funds	183
Core Component 3a	130	Internal Tuition Waivers.	184
New Courses and Programs.	130	Sabbaticals	184
Assessment of Courses and Programs.	131	Faculty, Staff, and Student Open Forums	184
Strengths and Challenges of Assessment Plans	135	Scholarship Opportunities	185
Assessment of General Education Objectives	136	Student Newspaper: <i>The Prospectus</i>	189
Assessment and Program Review	137	Student Literary Magazine: <i>Images</i>	190
Core Component 3b	138	Student Life Organizations.	191
Strategies for Hiring Qualified Faculty	138	Freedom of Inquiry.	193
Evaluation of All Faculty	138	Core Component 4b	194
Professional Development Opportunities and the CETL.	140	General Education Requirements	194
Core Component 3c	143	Writing across the Curriculum (College Focus for 2010–2011)	196
Center for Academic Success (CAS)	143	General Education Objectives (College Focus for 2011–2012)	196
SOAR and the First Year Experience	148		
Student Technical Assistance and Resources	149		
Counseling and Advising	150		
Distance and Virtual Learning.	153		

Contents

Core Component 4c	199	Core Component 5c	253
ICCB Program Review	199	K–12 Partnerships	254
Advisory Committees and Career Programs.	201	Dual Credit Courses	255
Bus Tours, School Visits, and Town Hall Meetings	202	Programs of Study (CDM)	258
Community-Based Job Training (CBJT) Grant.	204	Math Contest	260
Professional Certifications	206	High School Arts Seminar	261
Employment Surveys.	206	Story Shop	262
Career Center	206	Articulation, Transfer, and Degree Partnerships	262
Commitment to International Students	207	Parkland Pathway Program	264
Entrepreneurial Program	210	Adult Re-entry Center.	264
Adult Basic Education	212	Core Component 5d	266
Core Component 4d	214	Parkland College Foundation	266
FERPA	214	Strengths and Challenges	270
Copyright Compliance	214	Strengths	270
Counseling and Advising	216	Challenges	271
OIAR.	217	Conclusion:	
Strengths and Challenges	217	Building a Sustainable Future	
Strengths	217	and Request for Reaccreditation	272
Challenges	218		
Criterion 5: Engagement and Service			
Constituents Served	219		
Core Component 5a	222		
Learning from the College and the Community.	222		
Service and Outreach Opportunities	223		
Community Education	231		
Core Component 5b	233		
Workforce Development and Business Training.	233		
Business Training	235		
Employer Training Investment Program (ETIP).	237		
Community Media Engagement.	237		
Community Programs and Services.	245		
Cocurricular Activities.	249		
Access Success.	253		

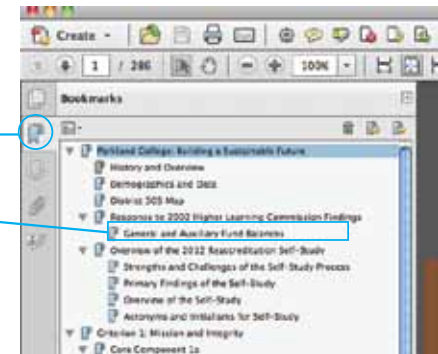
Acrobat Tips

Acrobat PDF Helpful Tips

Use the Bookmarks panel for quick access to document pages.

To open the Bookmarks panel, click the Bookmark button on the left under the main header.

Click a title/link to go to that page within the document.

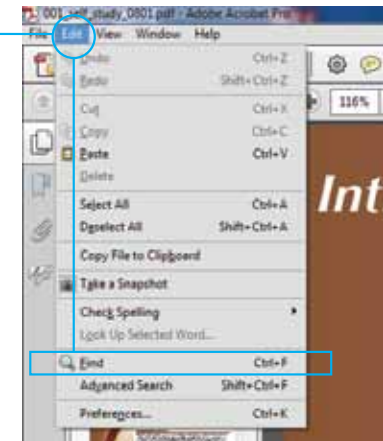
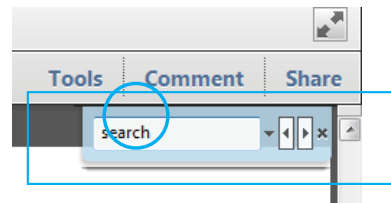


Search

Use the Find feature to search a specific term, phrase, or word within the document.

From the Edit menu, select Find (Ctrl+F).

A search box will open on the upper right of the document page. Type the specific term, phrase, or word in the text field and press return.



The first instance of result will be highlighted within the document. Click the left/right arrows on the search box to find new or previous instances of the search item; click the down arrow for options that refine your search.

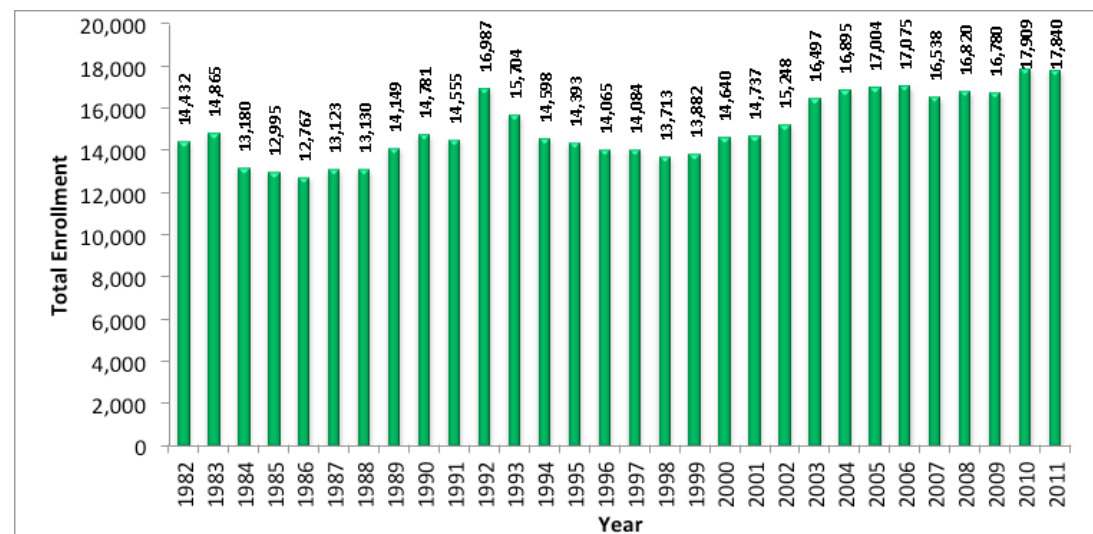
Parkland College: Building a Sustainable Future

History and Overview

Parkland College, a fully accredited public community college, was established in 1966 to serve the educational needs of Illinois Community College District 505. The mission of Parkland College is to engage the community in learning. The college is a center for educational opportunity and community enrichment in east central Illinois and has earned a national reputation for its excellent academic standards and innovative, quality instruction. Moreover, Parkland College works collaboratively with other educational institutions in the area. Of particular note is its multifaceted relationship with the University of Illinois at Urbana-Champaign (UIUC). Administratively, Parkland's leadership team is well-connected with its counterparts at the university; conversations among deans and department chairs regarding articulation, program development, and joint grant applications are common. Informally, the two institutions share pools of part-time faculty, drawing from the ever-changing graduate student population within certain colleges in the university. Perhaps the most obvious examples of collaboration between the two schools are the Parkland Pathway to Illinois program; the volume of students transferring from Parkland to UIUC; the number of UIUC students concurrently enrolling in classes at Parkland College; and dozens of program-level connections in such areas as entrepreneurship, international education, and ROTC.

Parkland serves approximately 10,000 for-credit students each semester. Since 1967, more than 271,000 students have attended Parkland, and more than half of District 505 households contain at least one family member who has attended Parkland. Since the first academic year in 1967, Parkland College has grown significantly, from serving 2,042 students in 1968 to serving 17,840 students in 2011. See Figure 1.

Figure 1. Parkland College enrollment figures from 1982 to 2011.



Introduction

More than 90 percent of Parkland's full-time faculty members have advanced degrees as well as extensive, relevant experience in their fields. Classes are small, with an average faculty-to-student ratio of 1:21, which encourages productive interaction between faculty and students. The college's board of trustees, staff, and faculty are committed to teaching and helping students reach their educational and career goals. For a list of current board of trustee members, see *Table 1*.

Table 1. Parkland College Board of Trustees, 2012.

Board of Trustees: Members	
Chair	Thomas M. Bennett (Gibson City)
Vice Chair	Dana Trimble (Newman)
Secretary	Linden A. Warfel (Tolono)
	James L. Ayers (Monticello)
	Donna Giertz (Champaign)
	Bonnie B. Kelley (Champaign)
	Gregory Knott (St. Joseph)
	Mohammad Manasra (Student Trustee)

Demographics and Data

The following section gives an overview of some of the key metrics used by the college to facilitate discussion and decisions. Demographic information appears throughout this self-study, with the most recent data summarized here; other updated reports, including Parkland's CCSSE (Community College Survey of Student Engagement), its Faculty/Staff Climate Surveys, and all of the primary Illinois Community College Board (ICCB) reports, are on the college's [Data and Reports website](#). *Table 2* provides a snapshot of the college's most recent student demographics.

Table 2. Student demographics of Parkland College, fall 2010 and fall 2011.

	Fall 2010	Fall 2011
Part-time	59.3%	60.0%
Full-time	40.7%	40.0%
Men	47.9%	46.9%
Women	52.1%	53.1%

Introduction

Table 2. Student demographics of Parkland College, fall 2010 and fall 2011.

	Fall 2010	Fall 2011
Asian	3.5%	3.0%
American Indian/Alaskan Native	0.4%	0.5%
Black or African American	15.5%	15.2%
Hispanic or Latino	5.0%	4.2%
White	59.8%	56.7%
Non-Resident Alien	2.0%	1.1%
Native Hawaiian/Pacific Islander	0.1%	0.1%
Unknown	13.7%	19.2%
Average age of all students	26.7	26.1
Median age	22.3	21.9
Age range: Under 17	1.5%	1.9%
17–20	38.8%	40.0%
21–24	21.6%	21.8%
25–30	14.5%	14.6%
31–39	11.3%	11.2%
40–55	9.7%	8.3%
Over 55	2.5%	2.2%
Freshmen	70.1%	70.4%
Sophomores	29.9%	29.6%
District 505	73.4%	71.7%
Out of District	22.7%	24.1%
Out of State	1.2%	1.2%
Foreign Country	2.8%	3.0%
AA/AS/Transfer programs	31.6%	31.5%
CE/Course enrollee	26.8%	26.1%
AAS/Occupational programs	24.0%	24.8%

Introduction

Table 2. Student demographics of Parkland College, fall 2010 and fall 2011.

	Fall 2010	Fall 2011
AGS/Associate in general studies	12.8%	14.1%
Certificates	4.9%	3.5%

Based on end-of-semester enrollment.

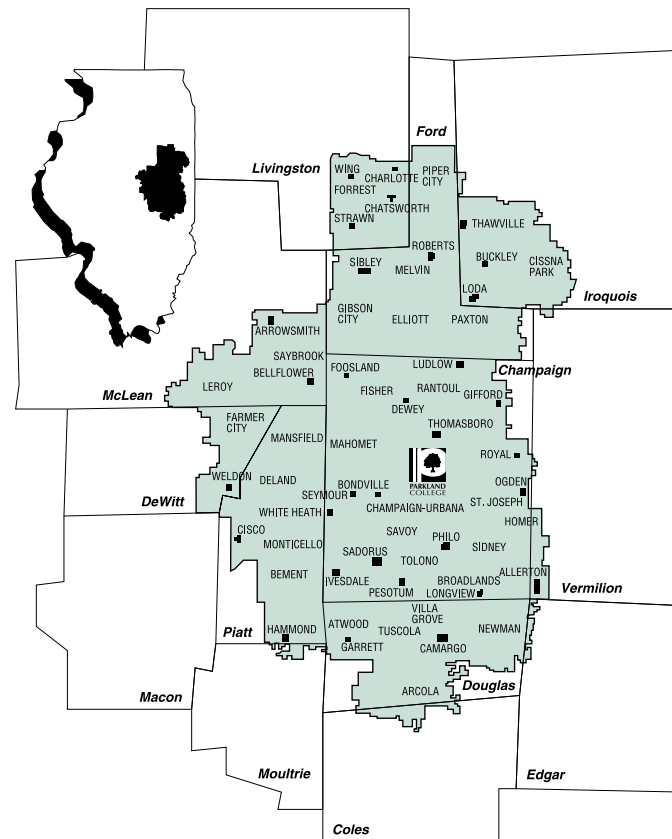
Excludes Illinois Fire Service Institute students (ISFI)

Source: Office of Institutional Accountability and Research, Parkland College

District 505 Map

Parkland's District 505 covers one of the largest geographic areas in the state, with more than 2,900 square miles, more than 60 communities, and more than 240,000 residents. See Figure 2.

Figure 2. Parkland College District 505 map.



Introduction

Response to 2002 Higher Learning Commission Findings

In November 1967, Parkland College received correspondent status from the North Central Association of Colleges and Schools. The college was granted candidacy for accreditation status in 1970, earning full NCA accreditation in 1972. Parkland earned 10 years of continued accreditation, with no interim reports or follow-up visits, in 1981, 1993, and 2002.

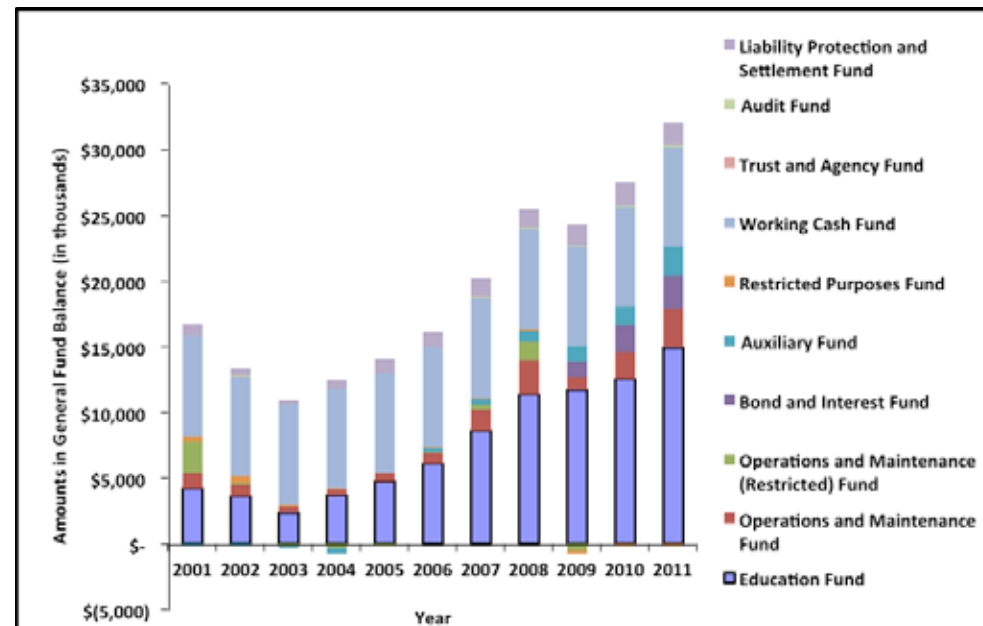
The evaluation team of the Higher Learning Commission last visited Parkland in fall 2002, issuing a final report in November of that year. The team's findings fell under the purview of Criterion 2. The report stated the following:

The institution will need to give attention to the declining fund balance in the general fund. Also, it must address the problem of a negative cash balance in the auxiliary fund. The team believes the institution will capably address this financial concern.

General and Auxiliary Fund Balances

As *Figure 3* shows, the balance in the general fund reached a low of \$2,745,557 in fiscal year 2003. This reflected a planned use of the fund balance to enable construction of the college's D-wing, which opened in April 2002 at a cost of roughly \$15 million. For the construction, the college decided not to sell bonds but rather to fund the required 25 percent cost share from its general fund; this financial decision explains the dip in the fund balance. The remaining 75 percent of funding came from the state. In the years since 2003, Parkland has generated a surplus in the general fund, as revenue from state funding, student tuition, and property taxes has exceeded expenses.

Figure 3. Parkland College general fund balance history (all funds).



Introduction

Revenue to the auxiliary fund includes monies from the Parkland Bookstore, the *Prospectus* student newspaper, Student Government, Business Training, the Print Shop, Athletics, and the Child Development Center. These entities are intended to be self-sustaining. In fall 1998, Business Training (then called the Business Development Center) rented and remodeled property in north Champaign that included a computer laboratory. Business Training paid for this remodel itself, which resulted in a negative balance for the entire fund. Most of these entities produce a positive balance at the end of the fiscal year; thus, the fund recovered easily and now has a healthy balance.

For more on specific dollar figures, see the annual financial audit located in the Resource Room.

Overview of the 2012 Reaccreditation Self-Study

Parkland College initiated its 2012 self-study process in spring 2007. At that time, the vice president for academic services chose two cofacilitators to begin the process of putting together a strategy for the study, forming a steering committee, and selecting staff and faculty to serve on teams to study and analyze the criteria and core components set forth by the North Central Association of Schools and Colleges' Higher Learning Commission. The full planning document, made public on Parkland's website in 2010, [can be found here](#).

The self-study has three primary goals:

- evaluate all areas of the college with integrity and attention to the college's mission
- engage the entire college community in the self-study process
- achieve a successful reaccreditation from North Central Association's Higher Learning Commission

To accomplish these goals, the self-study steering committee chosen to help guide the process represented constituent groups from across the college including administration, faculty, staff, and the board of trustees. Similarly, criteria chairs were chosen based on leadership qualities and a commitment to college-wide representation. In fact, inclusion was a vital foundation for this self-study process; responding to voices and vision from all areas—counseling and advising, financial aid, admissions, academic departments, public safety, the physical plant, the library, and community education—is crucial to Parkland's success.

The steering committee met for the first time on October 31, 2007. It brainstormed best practices for choosing criteria teams and set up general guidelines for the self-study. It then selected criteria teams based on representation from across the college as well as areas of expertise. The steering committee met regularly and guided the process throughout the five-year study.

Introduction

Table 3. Self-Study Steering Committee.

Steering Committee Member	Function	Title/Department
David Leake	Self-Study Cofacilitator	Natural Sciences
Amy Penne	Self-Study Cofacilitator	Humanities
Tom Ramage	Administration	College President
Seamus Reilly	Administration	VP for Institutional Advancement
Linda Moore	Administration	VP for Student Services
Kris Young	Administration	VP for Academic Services
Chris Randles	Administration	VP for Administrative Services
Kevin Hastings	Criterion 1 Chair	Mathematics
Pam Lau	Criterion 2 Chair	Dean, Academic Services
Terry Adcock	Criterion 3 Chair	Social Sciences and Human Services
Kim Mills	Criterion 4 Chair	Health Professions
Jan Simon	Criterion 5 Chair	Community Education
Randy Fletcher	Information Management Chair	Dean, Career and Transfer Programs
Kevin Knott	Member	Office of Institutional Accountability and Research
Brian Mercer	Member, PAE Representative	Mathematics
Lori Sprague	Member, Professional Support Staff	Admissions and Enrollment Management

Introduction

Table 4. Self-Study Teams.

Criterion 1: Mission & Integrity	
Chair	Kevin Hastings, Mathematics
Vice Chair	Amy Myers, Social Sciences and Human Services
Team Members	Steve Rutledge, Humanities Chris Warren, Natural Sciences James Albrecht, Dean of Academic Services Office Cliff Bishop, Library Lori Sprague, Admissions and Enrollment Management Jan Thom, Student Development Advocate Bruce Henrikson, Business and Agri-Industries Umeeta Sadarangani, Humanities
Criterion 2: Preparing for the Future	
Chair	Pam Lau, Dean, Academic Services
Vice Chair	Angela Jancola, Counseling and Advising
Team Members	Kathy Bruce, Natural Sciences Betty Zeedyk, Human Resources Chris Randles, Administration Diana Steele, Assessment Center Dr. Tom Ramage, Administration Dr. Seamus Reilly, Administration Becky Osborne, Disability Services Jason Rotzoll, Admissions and Enrollment Management David Kelley, Social Sciences and Human Services Dr. Kris Young, Administration Anna Maria Watkin, Library Dr. Linda Moore, Administration Lenita Epinger, Counseling and Advising Connie Macedo, Campus Technologies Mary Ann Tiedemann, Career Center John Sheahan, Counseling and Advising Kelly Sellers, Computer Science and Information Technology

Introduction

Table 4. Self-Study Teams.

Criterion 3: Student Learning and Effective Teaching	
Chair	Terry Adcock, Social Sciences and Human Services
Vice Chair	Gina Walls, Social Sciences and Human Services
Team Members	Julie Weishar, Fine and Applied Arts Fay Rouseff-Baker, Humanities Nancy Schrumpf, Business and Agri-Industries Marilyn Ryan, Counseling and Advising Phil Blazier, Mathematics Carrie Taylor, Social Sciences and Human Services Carolyn Ragsdale, Health Professions Lauren O'Connor, Humanities Laura Jamison, Social Sciences and Human Services Geoff Griffiths, Mathematics Marietta Turner, Administration Rick Thompson, Distance and Virtual Learning Joe Omo-Osagie, Counseling and Advising Bob Richardson, Distance and Virtual Learning Pam Lytel, Financial Aid Sandy Spencer, Career Center
Criterion 4: Acquisition, Discovery, and Application of Knowledge	
Chair	Kim Mills, Health Professions
Vice Chair	Seth Mendelowitz, Humanities
Team Members	Jennifer Klatsky, Counseling and Advising Haiti Eastin, Financial Aid Billie Mitchell, Adult Re-entry Center Tawanna Nickens, Adult Education Toni Burkhalter, Natural Sciences Brett Coup, Distance and Virtual Learning Peggy Boyce, Health Professions Bobbi Scholze, Health Professions Raeann Dossett, Library Travis Sola, Social Sciences and Human Services Beth Bachtold, Humanities Denise Seif, Fine and Applied Arts Montserrat Oliveras-Heras, Humanities Molly Murphy, Center for Excellence in Teaching and Learning

Introduction

Table 4. Self-Study Teams.

Criterion 5: Engagement and Service	
Chair	Jan Simon, Community Education
Team Members	Brian Nudelman, Humanities Jing Shi, Library Marsha Reardon, Academic Services Dennis Cockrum, Counseling and Advising Triss Henderson, Business Training Maria Mobasseri, Computer Science and Information Technology Mark Kesler, Business and Agri-Industries Julie McGown, Parkland Foundation Andrea Young, Adult and Workforce Education Evelyn Brown, Center for Academic Success Jody Littleton, Fine and Applied Arts Deb Probasco, Community Education
Information Management	
Chair	Randy Fletcher, Dean, Career and Transfer Programs
Team Members	Kevin Knott, Institutional Accountability and Research Jane Smith, Library Gordon Green, Campus Technologies Tim Wendt, Financial Aid Dave Donsbach, Business Office Reo Wilhour, Admissions and Enrollment Management Kathleen Charleston, Human Resources
Editing Team	
Team Members	Angela Gulick, Humanities Sue Schreiber, Center for Academic Success Ruthie Counter, Marketing and Public Relations Waylena McCully, Planetarium Lori Wendt, Distance and Virtual Learning
Content Review Team	

Introduction

Table 4. Self-Study Teams.

Team Members	Matthew Hurt, Humanities George Johnston, Fine and Applied Arts Scott Siechen, Natural Sciences Larry Thurow, Business and Agri-Industries Carolyn Ragsdale, Health Professions
Design and Layout Team	
Team Members	Rebecca Grosser, Marketing and Public Relations Kate Burner, Marketing and Public Relations
Resource Room Team	
Team Members	Kate Burner, Marketing and Public Relations Lisa Costello, Art Gallery Raeann Dossett, Library Randy Fletcher, Dean, Career and Transfer Programs Erika Hackman, Center for Excellence in Teaching and Learning Kevin Knott, Institutional Accountability and Research Dave Leake, Natural Sciences Patty Lehn, Marketing and Public Relations Connie Macedo, Campus Technologies Nancy Willamon, Administration

Strengths and Challenges of the Self-Study Process

Parkland began the self-study five years before the scheduled site visit. This timing promoted a much richer evaluation of the college's processes, initiatives, learning outcomes, and community projects. The timing also afforded the college an opportunity to look closely at courses, programs, and departments in order to facilitate a well-rounded evaluation of the college and to make changes and document those changes in the self-study. However, starting a self-study five years in advance of the visit presented challenges. Faculty and staff energies waned towards the end of the process. Members of the steering committee evaluated the process on March 15, 2012 and noted the following:

- “The process was very democratic but extremely messy.”
- “We probably started too early; our flocks started disappearing and lost focus towards the end. Maybe we formed our teams too early.”
- “Some folks felt they didn't have the right analytical tools to evaluate different processes across the college and were perhaps reluctant to ‘criticize’ anything because they didn't know exactly what to say.”

Introduction

However, the committee also noted that starting early gave the college a more accurate sense of the level of analysis needed for this and future reaccreditations and that this kind of all-college evaluation is now the norm expected of all colleges and universities. Parkland College is better prepared for future reaccreditations, having used this self-study to collect, review, and evaluate data and information to analyze the college's effectiveness across all learning environments.

Steering committee members also observed the following:

- “This self-study was highly collaborative. So many people took it seriously and participated fully in the study. It was both democratic and transparent, just like all of our processes.”
- “It is incredibly difficult to be this collaborative, and so it felt messy at times. But what we *learned* about ourselves and our processes, how we use data, and where we need to improve, was beneficial.”
- “This is now an active document; it will be on our website, and it will be an important study long after we're done with this particular self-study.”
- “The all-college review sessions [held in April 2012] were really good. The whole college had an opportunity to read the entire study in draft form. Collecting feedback from the entire college in an open fashion, using our portal, gave us a better sense of where we'd come from and where we're going.”

Faculty, staff, students, and administrators contributed to this study. Several members of Parkland's Student Government team read parts of the study and contributed comments and suggestions for the final revision of this self-study. Parkland's future depends on a serious and honest analysis of the effectiveness of its programs on student learning and development. This study is an accurate and honest evaluation of all aspects of the college's mission and practices.

Primary Findings of the Self-Study

The self-study brought to light several strengths of the institution.

Strengths of Parkland College

Since 2002, several changes to the college have improved the quality of its educational offerings. These, and many others mentioned throughout this comprehensive self-study, will continue to function as a foundation for building a sustainable future.

The Center for Academic Success (CAS)

CAS was created over the course of a Title III grant (2003–2008). This one-stop learning center combined needed student services and academic services into one coordinated unit, including student development advocates, intrusive advising, tutorials, progressive learning modules, the Writing Lab, Peer Tutoring, and Math Faculty Tutoring as well as certain targeted areas of disability services. Following the Title III grant, the college institutionalized what worked during the term of the grant and then incorporated other complementary services. *Evidence and analysis of CAS's support for student learning appear in Chapter Three of this self-study.*

Introduction

Distance and Virtual Learning (DVL)

Parkland has been offering online courses since 1997 and is a leader in distance learning in the state of Illinois. Online courses provide the same high-quality instruction, small class size, and personal attention that students receive in physical classrooms. Courses that include video lectures and virtual group discussions are a cost-effective way for students to continue their education without relocating. *Evidence and analysis of DVL's effective support for student learning are discussed in Chapter Three of this self-study.*

Building for a Sustainable Future

Parkland has responded to the needs of its constituents by following through on commitments to build a new student services center; an Applied Technology Center (ATC) for programs and courses in Engineering Science and Technologies; significant renovations to Parkland's gymnasium and fitness center; and more state-of-the-art classrooms and lab spaces in Parkland's new Health Professions facility (or 'H' wing, on Mattis Avenue, just east of the main campus). *Evidence and analysis of Parkland's support for student learning through its physical facilities appear in Chapters One and Two of this self-study.*

P-20 Initiatives

Parkland's cooperation with its K-12 partners is part of the state of Illinois' commitment to "seamless transitions" from preschool through graduate school. Parkland's dual credit enrollments have increased 1,567 percent since 2002 (from under 60 to over 1,000). Additionally, Parkland's revision of its Student Orientation, Advising, and Registration process (SOAR), its Adult Re-entry office, and its commitment to community partnerships promote successful transfer and career transitions for traditional and nontraditional students. *Evidence and analysis of P-20 initiatives appear throughout the self-study; more details about Parkland's Adult Re-entry Center appear in Chapter Five.*

Fund Balance

A fund balance of 20–30 percent of operating revenues is not only prudent but essential, especially in financially challenging times. This study demonstrates that the college's ability to tap reserves for unexpected expenses, emergencies, delays, and/or cuts in state payments (those that go beyond simple contingency funds) protects both students and employees. As the state's fiscal situation worsens, Parkland's ability to manage the unknown effects increases significantly when there is a sufficient fund balance. The college's fiscally responsible fund balance allows it to make careful decisions rather than reactionary decisions because there is a buffer. *Evidence and analysis of Parkland's general and auxiliary fund balances appear in Chapter Two.*

Challenges to Parkland College

Throughout the final two years of the self-study in particular, analysis teams noted that while Parkland collects an incredible amount of data and shares that data publicly on its website (specifically under [↔ Institutional Accountability and Research](#)), its ability to "connect the dots" with the data on a daily basis

Introduction

presents challenges. The following summary outlines three central findings discovered during the self-study. These findings are detailed more clearly throughout the five chapters of this study and are summarized here:

Training in Analysis of Data

The college needs to train more individuals to assist with analyzing data needed at the department, program, and course levels. While individual staff and faculty do an excellent job of collecting data on learning outcomes and student development, departments and units need to take greater advantage of professional development opportunities focusing on best practices in data analysis and interpretation, as more guidance is needed. Chapters Two and Three of this study detail examples of how the college, over the course of this study, learned to better utilize data to directly improve student learning and development. To bring this need to the forefront, Parkland has incorporated new language about data and analysis into its latest Strategic Plan for Excellence (goal A6):

Elevate data-driven decision making at Parkland by making data easier to access and providing professional development and other resources to assist employees in using data to efficiently achieve the strategic goals of the college.

☞ Review the newly approved 2012–2017 Strategic Plan.

Campus-wide Communication

Although Parkland's administrative structure is examined later in this study, it is worth noting that the administrative decision-making process, organizational structure, standing committees, and cabinet/councils, support the concepts of shared governance at all levels in keeping with the college's core values statements. However, as with any institution, effective communication at Parkland requires ongoing effort and coordination between administration and the rest of the college. For example, some decisions made at Parkland's College Council or even shared in Parkland's all-college senate, the Parkland College Association (PCA), failed to permeate the larger campus community. The college set out to improve communication through the use of its intranet or 'portal' (my.parkland.edu), but the tool itself proved difficult to negotiate at first and, as such, communication underwent a necessary set of changes. A committed web team continues to improve this tool to facilitate more effective communication across the college.

Technology Master Plan

At the beginning of this study, the college did not have a Technology Master Plan in place to help direct the ever-changing technological needs across the college. As technology and the technological needs of an institution of this size evolve, it can be easy to simply react to each individual need as opposed to setting out a comprehensive plan to guide those changing needs. To address this, the college created a Technology Master Plan team and as of spring 2012, the team had begun constructing the ☞ master plan.

Introduction

Overview of the Self-Study

Parkland College's self-study is organized according to the Higher Learning Commission's five criteria for accreditation. Each chapter provides evidence supporting the core components outlined by the HLC. This self-study is comprehensive to best meet the needs of Parkland's staff, faculty, administrators, students, and community stakeholders. Criterion teams considered it a priority to find ample evidence and to analyze all evidence uncovered during the term of this study. One of the college's core values reads, "We provide a forum for innovation, critical thinking, open inquiry, and lifelong learning opportunities." To that end, the Parkland professionals involved in planning this study determined from the outset that it would be a forum for critical thinking and open inquiry about all of the processes, procedures, and initiatives that support the college mission, "to engage the community in learning." Ultimately, the entire campus community desired that this self-study provide an accurate evaluation of the college's effectiveness using key pieces of data and that it balance the data-driven language with individual examples of student development. The study thus includes anecdotes throughout, to demonstrate Parkland's commitment to *individual* student success; students are not merely numbers in a data set. At Parkland College, each student's success matters, and self-study spotlights reflecting this tenet do much to support the larger narrative of institutional effectiveness.

Acronyms and Initialisms for Self-Study

Table 5 provides a list of the most common acronyms and initialisms used in the self-study.

Table 5. Acronyms and Initialisms

Acronym/Initialism	Entity
AA	Associate in Arts
AAC	Academic Assessment Committee
AAS	Associate in Applied Science
ACCT	Association of Community College Trustees
ADA	Americans with Disabilities Act
ADCC	Adult Degree Completion Center
AES	Associate in Engineering Science
AFA	Associate in Fine Arts
ALC	Area Learning Center
AS	Associate in Science
BDC	Business Development Center
CCS	Critical Comprehension Skills (Reading)

Introduction

Table 5. Acronyms and Initialisms

Acronym/Initialism	Entity
CETL	Center for Excellence in Teaching and Learning
CSIT	Computer Science and Information Technology
CTC	Computer Technology Center
CVL	Center for Virtual Learning
DFTF	Diversifying Faculty Task Force
DVL	Distance and Virtual Learning
ECH	Equated Contact Hour
EEO	Equal Employment Opportunity
EMT	Enrollment Management Team
ESL	English as a Second Language
FTE	Full-Time Equivalent
GPA	Grade Point Average
IAI	Illinois Articulation Initiative
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICCTA	Illinois Community College Trustees Association
ICISP	Illinois Consortium for International Studies and Programs
ISBE	Illinois State Board of Education
ISC	Integrated Studies Community
IT	Information Technology
NCHEMS	National Center for Higher Education Management Systems
NJCAA	National Junior College Athletic Association
PAE	Parkland Academic Employees
PCA	Parkland College Association
PCETV	Parkland College Educational Television
PPM	Policy and Procedures Manual

Introduction

Table 5. Acronyms and Initialisms

Acronym/Initialism	Entity
PROF	Professors of the Future
PTFO	Part-Time Faculty Organization
SOAR	Student Orientation, Advising, and Registration
SPPM	Student Policy and Procedures Manual
SWOT	Strengths, Weaknesses, Opportunities, and Threats
UIUC	University of Illinois at Urbana-Champaign

Criterion One

Criterion 1: Mission and Integrity

Parkland College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Parkland College's mission, "to engage the community in learning," reflects both an understanding of its purpose as an institution of higher education and a perception of its role in District 505, the Illinois community college district it serves. The Parkland College **Mission and Purposes** statement and its **Statement of Core Values** constitute the college's mission documents. These documents and the academic and student-support initiatives and decisions based upon them clearly and publicly convey Parkland's college-wide commitment both to student learning and development and to community engagement.

During the years since the last reaccreditation self-study, the college undertook a major revision of its mission statement. It is thus necessary to include in this chapter a brief examination of the process by which the college's board, administration, faculty, and staff revised its current mission statement. The chapter also evaluates the Parkland College mission with respect to its diverse constituencies, the organizational structure, and the institutional guidelines.

Core Component 1a

Parkland College's mission documents are clear and articulate publicly the organization's commitments.

Mission Statement

The mission of Parkland College is to engage the community in learning. The following purposes are of equal importance to the college in fulfilling its mission. A representative example of college initiatives or services accompany each purpose; however, these examples are not the only ways the college fulfills its purpose statements.

- **To guide and assist students in becoming active, responsible, ethical, and self-disciplined citizens in our democratic society.** Within the last decade, Parkland has significantly coordinated its efforts in **GO service learning**. Highlights of this initiative include the award-winning Garden Hills Homework Club and more than a dozen courses incorporating active and engaged student service to the local community. *For more on service learning, see Criteria 4a and 5b.*
- **To provide technical-vocational and career education that meets the needs of students, business, and industry.** More than 120 career and technical programs at Parkland College serve students, local employers, and the larger community. Students who attend Parkland in high-demand technical careers, especially those

Criterion One

in **↻ health professions**, **↻ automotive**, and **↻ agri-industries**, find employment in their fields. *For more on career program curricula and success, see Criteria 4c and 5c.*

- **To prepare students for transfer to four-year colleges and universities.** Parkland College works closely with its four-year college and university partners through the Illinois Articulation Initiative, several 2+2 compact agreements, and other initiatives including the **↻ Parkland Pathway** to Illinois program, which supports students in selected majors through a co-enrollment program with the University of Illinois at Urbana-Champaign.
- **To provide developmental programs, courses, and services which prepare students to pursue college-level work successfully.** Parkland's nationally recognized **↻ Center for Academic Success (CAS)** promotes the theory that all students enter its doors to develop as learners and as citizens. CAS incorporates a wrap-around approach to counseling, advising, tutoring, and academic coaching that promotes college success for all students. *For more on the Center for Academic Success, see Criteria 1b, 2c, and 3c.*
- **To develop and enrich students' general education, including effective written and oral communication; mathematical, scientific, and computer literacy; critical thinking; creativity; and a recognition of the cultural value of history, geography, literature, music, and art.** Parkland's comprehensive **↻ General Education objectives** serve as guides to learning objectives that faculty periodically review and incorporate into classroom syllabi and discussion. *For more on General Education objectives, see Criterion 4b.*
- **To provide lifelong learning opportunities for students to explore their potential, abilities, and interests.** Parkland College's efforts to promote to lifelong learning through its **↻ Community Education** unit encompass all of District 505. Children, teens, adults, and senior citizens choose from a comprehensive array of courses tailored to enhance work skills, invite curiosity, and sustain hobbies. *For more on Community Education, see Criteria 2c and 5a.*
- **To provide counseling, advising, assessment, and guidance services to help students attain their educational goals.** **↻ Academic counseling and advising** are crucial to student learning and development. One of the biggest changes in the college over the last 10 years is its deliberate deconstruction of the boundaries between student services and academic services. Parkland prides itself on collaborative efforts between faculty and staff at a time when student success and retention are stressed more fully at the national level.
- **To provide support services to enhance students' learning experiences, to promote personal growth, and to supply employment information and job-search assistance.** The **↻ Parkland Career Center** offers workshops, one-on-one help, and classroom support in all areas of career counseling to Parkland students. Higher education professionals understand that the sooner a student begins working toward a particular major and career, the more likely his or her success. The Career Center provides the tools and resources students need to more precisely locate their strengths and skills, giving them a greater chance at post-collegiate accomplishment. *For more on the Career Center, see Criteria 2c and 4c.*
- **To actively engage members of the college community in the process of developing an appreciation for cultural diversity.** The International Cultures Fair (ICF) is an annual event that presents the many cultures

Criterion One

of Parkland's students to the college community through country display tables, performances (e.g., dance, singing, martial arts, fashion show, greetings in various languages), and other activities such as a Global Quiz, dance lessons, and mehndi (henna skin decoration). Parkland instructors often give their students assignments to interview international students at the ICF on topics related to course subjects. The ICF also is a fund-raising event for Doctors without Borders. The ICF is organized by the **↻ International Students Association (ISA)**. The ISA has also hosted a series of Thursday noon-hour international coffee hours during the last year with snacks, coffee/tea, printed information, and students available to answer questions.

- **To expand global awareness by providing opportunities for international studies and experiences.** Parkland benefits from its courses and programs abroad, endorsed by the Illinois Consortium for International Studies and Programs (ICISP) and its relationship with Community Colleges for International Development (CCID). Parkland has a number of **↻ study abroad** opportunities for students to gain experience in an international setting such as Costa Rica, England, Spain, Japan, Ireland, and China. Additionally, Parkland's international students have proven an invaluable resource for the entire campus community.
- **To provide a climate, both in and out of the classroom, for the discussion of ideas, concerns, and social issues.** Faculty, students, and staff interact at Parkland College through various means. Numerous **↻ affinity groups** and a successful Student Life program provide opportunities for everyone on campus to connect and thrive. Parkland's affinity groups cover widely diverse interests, such as movies and books; knitting; religious-based communication; advocacy for lesbian, gay, bisexual, transgender issues; and the American Association for Women in Community Colleges chapter involvement.
- **To provide services, training, programs, and resources to the public and to business, industry, agriculture, and labor which promote the intellectual, cultural, and economic development of Illinois Community College District 505.** Parkland's longstanding commitment to being a resource for the community is evident in its career and technical programming, in its workforce development courses and programs, and through its Business Training unit. *For more on Business Training, see Criterion 5b.*
- **To provide a nurturing, quality work environment for all college personnel and to provide professional development opportunities to help meet the challenges of changes in technology, student needs, resource-delivery systems, and district demographics.** The **↻ Center for Excellence in Teaching and Learning (CETL)** is an award-winning, nationally recognized center for professional development at Parkland College. Over the last five years, CETL's offerings have expanded to include more professional development for Parkland's professional support staff, as well as sessions sponsored by Human Resources to provide faculty and staff information on retirements, benefits, and overall wellness.

Core Values

Parkland's core values, as reflected by its stated mission and purposes, are important to fulfilling the college's mission. These values were identified and articulated as a result of an all-college seminar in 1998; the current version of the Parkland core values statement was adopted by the board of trustees in 2000.

Criterion One

The video clips embedded in the following value statements were featured during the annual all-campus development week at the beginning of the fall 2007 semester. These videos also air continuously on Parkland's television station, PCTV:

- **Honesty and Integrity.** In our daily operations, our classrooms, and all our interactions, it is essential that we communicate openly, truthfully, and without hypocrisy. [[link to video clip](#)]
- **Fairness and Just Treatment.** We advocate and strive for respect, equity, and justice in all of our operations and proceedings. [[link to video clip](#)]
- **Responsibility.** We believe that employees and students are personally and mutually accountable for their own actions as they carry out their duties. We understand the need to balance the pursuit of our own well-being with concern for others. Likewise, we understand the importance of balancing personal accountability with graciousness and in the acceptance of help from others. [[link to video clip](#)]
- **Multiculturalism.** We celebrate the diversity in both our community and our world. Our goal is to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of all people and cultures. [[link to video clip](#)]
- **Education.** We provide a forum for innovation, critical thinking, open inquiry, and lifelong learning opportunities. [[link to video clip](#)]
- **Public Trust.** In our efforts to serve the community, we honor the trust placed in us by our citizenry. We also rely on our community to guide and advise us as we continue to serve its needs. [[link to video clip](#)]

Mission Statement Revision: 2008–2010

Parkland College conducts a biannual review of its mission statement to ensure that the mission is current and appropriate. This task falls within the purview of the College Planning Committee, chaired by the vice president for academic services. From 1996 to 2009, the mission statement read as follows:

Parkland College is a comprehensive community college in Illinois dedicated to providing programs and services of high quality to its students and committed to continuous improvement, to academic achievement and its documentation, and to the concept of shared governance.

Parkland had designed and evaluated this version of the mission statement using the same process by which it evaluates many of its programs, initiatives, and resources; the college utilized input from the community, students, staff, faculty, and local businesses and employers.

In fall 2008, however, as the date for a new review approached, feedback gained through town hall meetings, student interactions, and **community impressions** during the prior three to four years, made it evident that the time had come to update the institutional mission statement. Parkland President Dr. Tom Ramage began soliciting official input from the college, and responses recorded during the collaborative revision process revealed the college's desire that the mission statement promote learning in all areas of the community and that it communicate that message as clearly and simply as possible.

Criterion One

Parkland's board of trustees adopted the current mission statement, "The mission of Parkland College is to engage the community in learning," on April 14, 2010. Being able to invoke the mission so readily, the college is able to focus on engaging its entire community in learning.

Mission Statement Revision Timeline

From May 2008 through April 2010, the college went through the following stages:

- May 2008: Dr. Ramage engages in conversation with the 2008 Leadership Retreat participants regarding the current mission statement and what a new statement might convey.
- October 2008: Dr. Ramage begins gathering ideas from the college in the Center for Excellence in Teaching and Learning.
- 2008–2009: Dr. Ramage, Vice President for Academic Services Dr. Kris Young, and an ad hoc team of faculty, staff, and administrators study other mission statements.
- October 2009: The ad hoc team gathers in CETL to craft a new mission statement.
- November 2009: An **↻ all-campus email** goes out to gather feedback from campus.
- 2009–2010: The newly revised mission statement goes before E-Team, College Council, Department Chair Council, and Parkland College Association, including the Policy and Procedures Manual Committee.
- February 2010: The College Planning Committee approves the new mission statement.
- March 2010: PCA formally approves the mission statement.

Purpose Statements under Review

Parkland College's purpose statements, highlighted at the beginning of this chapter, are currently under review by the College Planning Committee (CPC). Both the mission statement and the purposes are on the same two-year review cycle. Thus, they are currently under review since the mission was due for review in 2012. The CPC agreed that the purposes needed thorough study, so in fall 2011 it committed to studying the purposes and possibly rewriting them for 2014 adoption. This delay in adoption would reflect the CPC's desire to ascertain how certain community-college specific state and federal issues would be shaping the expectations of Parkland.

Strategies for Communicating the Mission

Parkland College displays its mission and purposes more prominently and in more college publications in 2012 than it did in 2002. It distributes the mission statement through multiple channels:

- at the head of the agenda for each meeting of the board of trustees
- on business cards with the new mission statement and core values
- in global email notices and meetings with a restatement of the mission
- on **↻ CobraVision** (the campus's internal television network)
- on posters in the college center and library

Criterion One

- throughout the college website and the student and faculty/staff portals
- in student publications such as the Student Policy Manual on page 6, the college catalog, the college course schedule printed each semester, and the college planner for sale at the bookstore
- on course syllabi and other class documents ([↔ Chemistry 101](#) [↔ Astronomy 101](#) [↔ English 102](#))
- in [↔ correspondence from the vice president](#) for academic services which reminds faculty each semester of important mission-related information which needs to appear in course syllabi

Core Component 1b

In its mission documents, Parkland College recognizes the diversity of its learners, other constituencies, and the greater society it serves.

In order for Parkland College to realize its mission, it is vital that the college acknowledges its diverse constituency of learners including District 505 residents, alumni, current and prospective students, district businesses and organizations, faculty, staff, and administration. Parkland's mission documents affirm a college-wide commitment to granting educational access to everyone regardless of ethnicity, race, religion, culture, age, gender, socioeconomic background, military status, sexual orientation, or physical ability.

Commitment to Core Values

Parkland's commitment to embrace and celebrate learner diversity is reflected in its mission and purposes, in its core values statements, on its public website, and in its publications. Six of the college's purposes form a foundation for basic strategies that recognize diversity:

- To guide and assist students in becoming active, responsible, ethical, and self-disciplined citizens in our democratic society.
- To develop and enrich students' general education, including effective written and oral communication; mathematical, scientific, and computer literacy; critical thinking; creativity; and a recognition of the cultural value of history, geography, literature, music, and art.
- To expand global awareness by providing opportunities for international studies and experiences.
- To engage members of the college community in the process of developing an appreciation for cultural diversity.
- To provide a climate, both in and out of the classroom, for the discussion of ideas, concerns, and social issues.
- To provide services, training, programs, and resources to the public and to business, industry, agriculture, and labor that promote the intellectual, cultural, and economic development of Illinois Community College District 505.

Fairness and Just Treatment as well as Multiculturalism, two of Parkland's core values, also underscore the college's commitment to honor the dignity and worth of the individuals it serves:

Criterion One

- **Fairness and Just Treatment.** We advocate and strive for respect, equity, and justice in all of our operations and proceedings.
- **Multiculturalism.** We celebrate the diversity in both our community and our world. Our goal is to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of all people and cultures.

The following sections briefly examine the influence of these core values and purposes on Parkland's faculty hiring initiatives, academic support services, and student retention strategies.

Measures to Diversify Faculty

The board of trustees has and continues to support measures that will help diversify the faculty of the college. In 1997, the **☞ board of trustees resolution** contained this key language:

The board hereby calls upon the administration to work with Parkland's faculty to develop a specific action plan which will ensure continuity of effort and create a diverse work force within the faculty and that such specific action plan shall be submitted to the board.

In 2002, the **☞ board of trustees amended its resolution** to say the following:

The board hereby calls upon the leadership of the college at all levels to recruit students, faculty and staff who will reflect the diverse community we serve thereby improving all aspects of education at Parkland and to provide periodic updates to the board on those actions.

In 2009, the Diversifying Faculty Task Force (to be discussed more fully later in this section) sought to clarify the term "diversity" for Parkland College. After studying the **☞ College's Equal Employment Opportunity statement** that had been revised earlier that year, the Task Force recommended that Parkland not only not discriminate on the basis of age, ancestry, color, disability, gender, gender expression, marital status, national origin, race, religion, sex, sexual orientation, or veteran status (including Vietnam veterans), but that Parkland seek to hire individuals from these groups at least to the extent that these groups were represented in the study body. The board of trustees accepted this recommendation, and this list of groups has become known as Parkland's definition of diversity.

In addition to the efforts of the board of trustees, Parkland's goal D6 of the **☞ 2010–2015 Strategic Plan** reads "recruit and retain faculty and staff whose composition reflects the diverse student population being served."

Furthermore, the college **☞ Performance Indicators (area D)** provide a more complete picture of Parkland's commitment to both diverse students and a diverse workforce.

Lastly, Policy 4.01.02 states, "With Parkland's commitment to diversity, efforts will be made to recruit a diverse applicant pool through the use of local community groups and organizations, local and national professional organizations, and various forms of media that reach a diverse audience."

Parkland has struggled to meet benchmarks related to diversity for several key areas of its performance indicators, most notably, in the hiring of full- and part-time faculty. The benchmark varies according to the ethnic

Criterion One

diversity of the student population. In FY 2012, the benchmark was 27 percent. However, this is not a static number. The goal is for Parkland's faculty to reflect the student body in order to best serve the needs of all students. However, the ethnic diversity of Parkland's full-time faculty has ranged between 10.2 percent and 14.2 percent over the last five years. To address this challenge, Parkland has increased its efforts to recruit and retain diverse faculty and staff.

Diversifying Faculty Task Force

While the Parkland College mission documents do not specify as an outcome the hiring of diverse faculty and staff to represent students from all backgrounds and cultures, a commitment to cultural diversity in faculty is inherent in its stated purpose, "to engage members of the college community in the process of developing an appreciation for cultural diversity," as well as in its core values of Multiculturalism and Fair and Just Treatment. In addition, resolutions passed by the Parkland College Board of Trustees in 1997 and 2002 direct the college to develop a faculty that reflects the diversity of the student body. Yet, good intentions don't always equal good results.

WHAT THE COLLEGE OBSERVED:

The college monitors the percentage of minority full- and part-time faculty carefully. However, after years of attempts, the college was still unable to attain the benchmark set forth by the board resolutions for the percentage of minority full- and part-time faculty.

HOW THE COLLEGE RESPONDED:

Based on the college's lack of success in reaching its benchmark, the vice president for academic services formed a Diversifying Faculty Task Force (DFTF) in October 2009 to accomplish the following:

- articulate the college's definition of diversity
- reassess the Diversity Intern Faculty Program
- clarify the legal aspects of searching and hiring
- suggest changes in policies and/or practice to move the college toward its diversity benchmark

The 12-member ad hoc DFTF met four times, included mostly faculty, and handled the charge to make recommendations regarding what approaches the college (HR, search committees, the faculty at large, the president, the board of trustees) should take to diversify the full-time faculty. The DFTF reported several recommendations for improvements to the conventional full-time faculty search processes. Their recommendations accompanied the more expanded definition of diversity previously described and included the following:

- Any faculty member who agrees to serve on a search committee will be expected to act as an active recruiter in the development of a diverse applicant pool. Active recruitment includes but is not limited to publicizing in their own professional organizations, church groups, community organizations, graduate programs, and so forth.

Criterion One

- Faculty search committee members will be responsible (along with the help of Human Resources) for crafting specific language for position announcements which may further add to the diversity of the applicant pool.
- Every fall, when assembled search committees meet, they will determine what diversity is needed in the particular discipline or department. This determination will be shared with and approved by the vice president for academic services. The committee will be encouraged to develop a rating system which includes a “plus factor” for applicants who would bring diversity to the discipline or department.
- Advertisements for faculty positions will feature Parkland’s definition of diversity.
- A new question was added to the job application which asks, “Please describe how you would bring diversity to Parkland College.”

Fortunately, during fall 2009, Human Resources began to implement a software package called NEOGOV to better receive and track applicants for job positions. This software, for the first time, would permit Parkland to document applicants who opted to self-identify their ethnicity and other descriptors of diversity. The software was available for use for the first time for the 2010–11 full-time faculty search process.

As a result of the changes recommended for the Parkland College faculty search process, it is expected that further gains in faculty diversity will be incremental yet steady. With each passing year, applicant pools should become increasingly heterogeneous, resulting in a more diverse faculty overall.

Three search seasons have passed since implementation of the DFTF recommendations and use of NEOGOV software.

- **2010–11 hires:** Of six full-time faculty searches conducted during the normal search period, three hires met the definition of diversity established by the search committees at the outset of the process. While records of the diversity of applicant pools were not kept before this search season, faculty and academic administration affirmed that these pools seemed far more ethnically diverse than in previous years. For example, 41 percent of applicants in the sociology search and 26 percent of applicants in the chemistry search self-identified as an ethnic minority. In addition, two late-season searches (in response to late resignations/reassignments) yielded one additional faculty member considered diverse by the hiring search committee’s definition. Therefore, 50 percent of hires contributed to the diversity of the full-time faculty.
- **2011–12 hires:** Only two full-time searches occurred during the normal search season. Neither yielded a full-time hire considered diverse by the hiring search committee.
- **2012–13 hires:** At the time of writing, this search season is not yet complete. But of the six completed full-time faculty searches, three yielded a faculty member who met the definition of diversity as established by the search committees. In direct comparison to two years prior, 38 percent of sociology applicants identified as an ethnic minority. A search for a developmental English/reading instructor, areas where minority students are overrepresented, yielded a known ethnic diversity of 27 percent in the applicant pool. In both cases, an ethnic minority candidate was selected. At the time of writing, 50 percent of hires contributed to the diversity of the full-time faculty.

Criterion One

It is not possible to make direct comparisons for search seasons prior to 2010–11, as NEOGOV was not in use to track diversity in the applicant pool nor did search committees formally predefine what diversity was needed in the department of hire. However, of the 27 full-time faculty members who began employment in the 2008–09 and 2009–10 academic years, only two represented ethnic minority groups. This means that over two years, only 7 percent of new hires contributed to the ethnic diversity of the full-time faculty. It thus appears that the implementation of NEOGOV and the recommendations of the Diversifying Faculty Task Force have dramatically affected the ability of Parkland College to hire diverse full-time faculty.

Faculty Fellowship Program

Since the mid-1990s, Parkland has hired some of its full-time faculty through its Diversity Internship Program. Under this program, promising but inexperienced individuals were hired into full-time, non-tenure-track positions for two years. The rationale was that the door would be opened to individuals who brought diversity to their departments, as defined by their departments, even if the faculty didn't have abundant teaching experience. As a result of the 2009 Diversifying Faculty Task Force recommendations, the program was reconfigured as the Faculty Fellowship Program. Significantly, Faculty Fellowship positions were converted so that the successful candidate would be on the tenure track from the moment of hire. In 2010–11, three positions were designated as Faculty Fellows. While all three positions were filled with inexperienced candidates, just two of the selections met the hiring departments' definitions of diversity. During the 2011–12 search, none of the five available faculty positions was designated under the program. For the 2012–13 search, two positions have been associated with the Faculty Fellowship program. One hire met the department's definition of diversity, and the other search is incomplete at the time of writing.

Professors of the Future Program (PROF)

Also since the 1990s, Parkland College and the Parkland College Foundation have supported the **PROF (PROfessors of the Future) Program**. In this program, Parkland faculty are encouraged to identify Parkland students from underrepresented groups who exhibit promise as scholars and as community college teachers. Students are nominated by a committee during their sophomore year or very shortly thereafter. After selection through a competitive process, the Parkland College Foundation then monetarily supports, up to \$9,000, the students' matriculation through the baccalaureate and master's degree while the students remain connected to Parkland with mentors. Upon completion of the master's degree, the PROF scholars return to Parkland College as full-time, non-tenure-track members and teach one semester for each semester of support received, up to a maximum of three years. These positions are limited to academic teaching positions (not librarian or counseling positions).

WHAT THE COLLEGE OBSERVED:

Since 2008, conversations have been ongoing between the PROF Committee chairs and the vice president for academic services regarding how to improve the success of the program. Nine Parkland students have been PROF scholars since 2000. Two are currently in the program in spring 2012; one is pursuing her advanced

Criterion One

degree, and the other is teaching full-time at Parkland as a PROF scholar. The PROF committee and the vice president for academic services have identified several weaknesses in the program believed to contribute to the “leakage” of identified PROF Scholars from the pipeline. These include non-directed recruitment and search process, lack of understanding of the program by existing faculty, and lack of connectivity of the selected PROF scholar to the institution during his/her lengthy matriculation through degrees.

HOW THE COLLEGE RESPONDED:

The PROF committee and the vice president for academic services have already implemented small changes to the program, including fostering a stronger connection between the PROF scholar and the college during the scholar’s matriculation path. Monetary support has been restructured to start at a lesser value when a PROF scholar is an undergraduate and highest annual value as a scholar nears completion of graduate school. In addition, a more rigorous application process and a better internal marketing campaign to make faculty more aware of the program and the opportunities it presents for students were implemented during the 2011–12 academic year. A PROF Scholar for 2012 had not yet been selected at the time of writing but was expected to be selected in late spring 2012.

Academic Support Services

Recognizing diversity fully also means understanding the many ways students learn. The following two services are examples of Parkland’s commitment to supporting all learners:

Center for Academic Success (CAS)

The Center for Academic Success (CAS) is Parkland College’s award-winning one-stop learning assistance center. CAS is one of Parkland’s learning resources which best expresses the college’s commitment to civility, respect, and success for students from diverse backgrounds and experiences. CAS offers many services in support of the mission of the college, including the following:

- Applied Learning Skills (supplemental tutorials)
- Instructional modules
- Academic advising
- Personal planning
- Academic Development Lab
- Math faculty tutoring
- Peer tutoring
- Walk-in study skills
- Writing Lab tutoring

CAS’s learning environment welcomes all students. In 2010–2011, students made 47,221 individual visits to CAS. On any given day, one may see honors students, students in Calculus 3, students in Pre-algebra, and students in Adult Basic Education, students writing philosophy papers, and students with and without

Criterion One

documented needs for assistive technology. *For more on the Center for Academic Success's effectiveness, see Criterion 3c.*

TRiO/Student Support Services

The **TRiO program** serves as many as 180 students a year who are underrepresented with the aim of increasing the number of students who graduate and/or transfer to four-year institutions. A student must be a first-generation college student, demonstrate financial need, and/or have a documented disability to be eligible for the program. TRiO's services include the following:

- tutoring
- workshops for academic and personal skills
- advice on course selection
- academic coaching
- financial and economic education, including financial aid counseling
- equipment lending (laptops, calculators, cassette recorders, USB drives, and print cards) **Effective in 2012, the Department of Education ruled that since the lending of equipment is the equivalent of offering financial support, TRiO could no longer loan equipment. Parkland College's TRiO now abides by this new ruling.*
- visits to four-year universities
- cultural activities (theatres, museums, etc.)
- TRiO scholarships
- multipurpose room for tutoring and workshops as well as a computer lab with 10 desktop computers

One of the benefits of TRiO is that it effectively tracks its students. The TRiO staff keeps up with students' financial aid status and midterm grades. Staff members meet with students to help them manage financial aid, coursework, and college and career planning. The success of the program is a direct result of the staff and student relationships which directly reflect both the language and spirit of Parkland's mission. *See Table 1.*

Criterion One

Table 1. Parkland College's TRiO objectives regarding persistence rate, academic standing, and transfer rate, 2008–2011.

Objective/Benchmark	2008–09	2009–10	2010–11
Persistence Rate Benchmark: 50% of all participants served by TRiO's Student Support Services will persist from the current academic year to the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the current academic year.	70.6%	70.5%	66.1% Note: For 2010–2011, the actual benchmark was raised to 63%.
Good Academic Standing Benchmark: 75% of all participants served by TRiO (Student Support Services) services will meet the performance level required to stay in good academic standing at the grantee institutions.	86.1%	80.5%	80% Note: For 2010–2011, the actual benchmark was raised to 80%.
Graduation/Transfer Rate Benchmark: 13% of new participants only will graduate with an associate's degree and/or transfer to a 4-year institution within a 3-year period. <i>Note: This objective is based on cohorts.</i>	41.4%	24.8%	
Note: In 2011, TRiO objectives for graduation and transfer objectives changed. The numbers below reflect those changes:			
Graduation and Transfer Rates (for 2-year institutions only):			
18% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.			28.4%
15% of new participants served each year will transfer with an associate's degree or certificate with in four (4) years.			22.9%

In reviewing these findings, one should note the following:

1. **Persistence:** The drop in persistence rate from 2009–10 to 2010–11 most likely has to do with changes in TRiO's recruiting practices. There was a major change in the new grant legislation/regulations that went into effect during 2010–11. TRiO now has four years to help its students graduate or transfer with a degree. Prior to this, Trio had only three years to help its students graduate and/or transfer. Because of this, TRiO was able to start recruiting from lower-level developmental courses; more specifically, TRiO started

Criterion One

recruiting from ENG/CCS 098. Prior to this, TRiO had primarily recruited from ENG 101/102 and selectively from ENG/CCS 099.

TRiO changes: Because of this drop in persistence, however, TRiO is changing its practices back to only recruiting from ENG 101/102 and ENG/CCS 099 as well as other college-level courses.

- 2. Good Academic Standing:** The drop in good academic standing is still an issue TRiO is investigating. TRiO continues to offer several programs designed to assist student in achieving academic success. Also, in 2009, the Department of Education changed the data it collected from TRiO as well as changed the definitions used for the data. TRiO doesn't have specifics on exactly how this change affected this objective, but this presents a theory as to why the numbers fell. TRiO will research this further.

TRiO Changes: TRiO hired two part-time faculty in 2010–2011 to work with students as academic coaches, and TRiO currently employs five academic coaches. Program administrators expect the numbers of students in good academic standing will improve in 2011–12. Furthermore, TRiO will more closely examine students' grades at midterm by comparing its own internal midterm grade checks with the grades posted in the Colleague database. TRiO's midterm reports ask faculty to provide more information than just letter grades, so TRiO will more closely examine that information to formulate with students a plan to be successful and provide services to do that.

- 3. Graduation and Transfer Rates:** In 2010–11, the Department of Education changed the definition of graduation for community colleges. Prior to this time, TRiO could only count those who received an associate's degree as graduated students, and TRiO only had three years to help students graduate. If students graduated at the end of year four, TRiO could not count them as "successes." Also, there was no separation between classifications of graduate or transfer. However, transfer students did have to transfer to a four-year school to be counted as a completer.

In 2010–11, the definition changed, community colleges were given four years to assist students with graduating. A graduating student could have any degree (certificate or associate's). TRiO therefore began separating students into the categories of "graduated" and "transferred with a degree (certificate or associate's)."

TRiO Changes: Previously, TRiO strictly focused on transfer programs. Since the aforementioned changes, TRiO has started recruiting from academic programs that historically have terminal degrees (health professions, technical degrees and automotive/engineering sciences). Because of this, the program is now able to serve a larger cross section of Parkland's students.

Criterion One

Retention Initiatives

Parkland College understands that engaging the community in learning is not a one-shot proposition; learning is ongoing and lifelong. The following initiatives highlight Parkland's commitment to diversity in student retention.

HOW THE COLLEGE RESPONDED:

Black Student Success Project

Knowing that academic and societal integration are critical to persistence of college students, the Black Student Success Project initiative, which began in August 2008, focuses on three objectives:

- increase African American students' connections to Parkland College
- increase African American students' connections to the community
- increase African American students' involvements with faculty, staff, and peers

To further connections and strengthen ties to the community, the initiative has sponsored a variety of social, academic, and personal development events and activities, including guest speakers, the Black Male/Female Relationship series, an orientation luncheon, a recognition ceremony, and a leadership conference. These events have been well-attended and positively received. The project actively promotes deeper connections as part of Parkland's overall commitment to improving minority student persistence.

In terms of assessment, students complete evaluations at the conclusion of each Black Student Success Project event. Their feedback has driven subsequent planning. An unintended outcome of the project is that it has become a source of support for out-of-district students. Students often report that they have met other students and have learned more about the college and community through the workshops and activities. Plans for future activities will address some of the needs and concerns expressed by the out-of-district students. *For more on Parkland College's Student Success and Completion Plan, see Criterion 2d.*

HOW THE COLLEGE RESPONDED:

Brother to Brother

The **↔ Brother to Brother** support group provides mentoring and promotes the advancement of personal and intellectual growth for African American male students attending Parkland College. Throughout the academic year, weekly group meetings help guide participating students through focused topics of discussion. Attendance varies greatly from year to year, but students in a recent learning community, the Together We Achieve academy for African American male students, reported in a focus group that Brother to Brother was one of the support services that helped keep them focused and motivated.

Criterion One

WHAT THE COLLEGE OBSERVED:

Latino/a Outreach and Persistence

In response to increased feedback from District 505, the college recognized the need to focus on the recruitment and retention of Latino/a students.

HOW THE COLLEGE RESPONDED:

In fall 2007, Parkland's Enrollment Management Team formed as a subcommittee, a Latino/a Outreach Advisory Group to focus on recruiting and retaining the growing population of Latino/a students in District 505. Membership of this Advisory Group includes members of faculty, staff and students, as well as community members. The group is active with community groups including La Casa Cultural Latina (a University of Illinois group), the Latino/a Partnership of Champaign County, and *La Prensa* (local Hispanic newspaper).

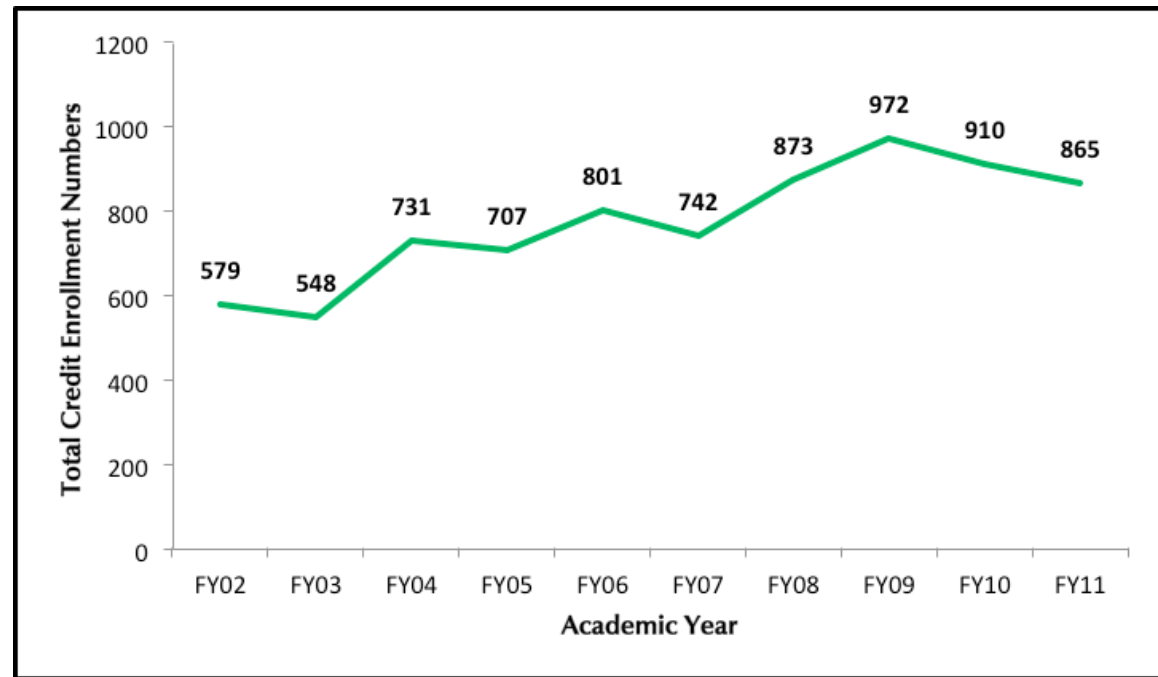
The Latino/a Outreach Advisory Group likewise helped facilitate the following outreach events to encourage greater interaction with, and service to, the Latino/a population in District 505:

- Latino/a Youth Conference (with La Casa at UIUC)
- Latino/a Students/Parents Night at Parkland
- Latino/a Forum at Champaign Head Start
- La Prensa Business and Education Expo
- La Fiesta Latina expo/fun night with Urbana schools
- Latino/a College Nights for Urbana, Champaign, and Rantoul high schools
- Día Latina alternative spring break project (Latino/a family day)
- Día de los muertos and Hispanic Heritage week events
- Spanish radio and TV spots

In addition to the creation of the Latino/a Outreach Advisory Group, the Parkland College Board of Trustees approved a policy which assesses in-district rates to students who have lived in and graduated from the Parkland district and who plan to pursue citizenship when they are able to do so. Although an initial cohort of Latino males identified in the Parkland Academy Team (PAT) was small (only eight students enrolled initially), the persistence rate was encouraging as the first seven of the eight students persisted to their second semester at Parkland. The Parkland Academy Team is an outcome of the Latino/a Outreach Advisory Group. *Figure 1* illustrates total Hispanic/ Latino/a credit enrollment numbers for FY 2002 through FY 2011.

Criterion One

Figure 1. Total Hispanic/Latino/a credit enrollment numbers, FY 2002–FY 2011.



The enrollment of Latino/a students has increased in the last 10 years. However, the last three years have seen a dip in enrollment of this population. Parkland staff are monitoring this trend and through the efforts of Club Latino and other initiatives on campus, the college is trying to bring the numbers back up with individual attention to the Hispanic population in District 505.

Global Awareness/International Outreach

One of Parkland College's core values is Multiculturalism, seeking to "recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of all people and cultures." Following are three examples of how Parkland College supports global awareness and international outreach, both at home and abroad.


Community Colleges for International Development

Parkland College is a board member of Community Colleges for International Development (CCID). CCID is a consortium of 160 two-year colleges in the U.S. and 12 other countries and is the pre-eminent two-year college organization in the United States working on all aspects of global vocational/professional education and training overseas. The mission of CCID is to take the community college model and share it internationally, while internationalizing it as well. For example, Parkland participated in the pilot program which brought CCID students to campus for a 12-month stay to complete coursework towards a


Criterion One

certificate, improve their English skills, and build their understanding of American culture and its democratic system. To date, 74 students have come to Parkland from Brazil, Central America, Egypt, Ghana, India, Indonesia, South Africa, Pakistan, and Turkey. Parkland's faculty and staff also have an opportunity to serve as mentors for CCID students, and staff and faculty have visited these students upon their return in Brazil, South Africa, and Turkey. CCID has also provided study abroad opportunities for faculty and students in nontraditional academic areas of study.

Study Abroad Opportunities

Parkland College continuously finds ways to increase study abroad opportunities for its students. Travel opportunities have included France, England,  Costa Rica, Austria, Spain, Japan, Ireland, and China. Students from Parkland's Business and Agri-Industries department traveled to Denmark to take part in a short-term sustainable agriculture and sustainable energy program. Students from the nursing program have traveled with faculty to take part in a transcultural nursing program in Ecuador, spending time both at a public health clinic in Quito and in the rain forest with a team that included an anthropologist from Arizona State University. Experiences such as these connect directly to Parkland's strategic goal of expanding diverse experiences for students and faculty to promote global appreciation and awareness.

Global Lens Film Festival

Central to its mission, Parkland College attempts to spread awareness and appreciation of cultural diversity by providing specific opportunities through curriculum development, art exhibits, theatrical presentations, and special events. For example, since 2008, the Office of Student Life and the Parkland Art Gallery have cosponsored the college's  Global Lens Film Festival. According to the Global Film Initiative (GFI) statement, the annual film series "provides a platform for exceptional storytelling and opens a window into the diverse world in which we live." Festival organizers estimate that 20–25 people attend each film.

Core Component 1c

Understanding of and support for the mission pervade the organization.

Inclusivity and shared governance are expectations at Parkland College. By opening participation to all faculty, staff, and administration, the college encourages diverse ideas and shared responsibility. This collaboration among faculty and staff manifests itself in the college's commitment to providing forums to discuss its mission and core values.

Workshops on Mission and Core Values

The Center for Excellence in Teaching and Learning held 20 sessions on the core values between March 2004 and January 2011, with 380 attendees overall. Participants included faculty, staff, and administration. Several sessions under the general title "Are Your Core Values Showing?" were well-attended in CETL. After the session entitled "Public Trust," one participant wrote, "Parkland is doing good things for public trust enhancement;

Criterion One

however, being Parkland, we are not going to rest on our laurels.” Another well-received session examined Parkland’s core values specifically from the perspective of a Parkland trustee.

The college makes it a priority to introduce new faculty and staff to these important concepts. For example, since 1998, Parkland has expected all new full-time faculty to participate in a yearlong orientation program which begins during fall preparation week. In fall 2008, the Mission/Core Values session became part of the new full-time faculty orientation as well as other new-faculty orientation sessions. New faculty gain a better understanding of their individual roles and contributions in the college’s efforts to engage students in learning and development. Connecting faculty with resources is an important way to foster deeper learning experiences as well as a shared commitment to the mission and values of the college. In similar fashion, Parkland presents mission and core values during in new staff orientation sessions. *For more on new faculty and staff professional development, see Criterion 4a.*

It is only through thoughtful and continued discussion that positive changes can emerge. As an example, one participant wrote, in response to one of the CETL sessions, “We say we don’t discriminate against people in various protected classes, one of those being sexual orientation, yet we don’t allow bereavement leave, health benefits, etc., for domestic partners and for staff whose partners are of the same sex.” Following this, on July 1, 2005, the board of trustees announced that domestic partner benefits would indeed become a part of the college’s benefits plan. Decisions like these reveal Parkland’s dedication to acting on its stated values.

In spring 2011 during a Parkland College Association Executive Committee meeting, the chair of the Sustainability Committee suggested including sustainability as a core value for the campus. It was suggested that the committee use the Center for Excellence in Teaching and Learning as a forum for beginning this important mission-centered discussion. The college has not discussed the process of adding to Parkland’s core values in many years, and the Center will provide the space and the environment to flesh out Parkland’s commitment to sustainability as a common core value. And, if this suggestion is pushed forward, it would undergo the same rigorous review and campus-wide scrutiny as the revision of the mission statement.

Familiarity with Mission and Core Values

Parkland’s commitment to informing all faculty and staff of the new mission statement was successful. The spring 2010 and 2012 Faculty/Staff Climate Surveys asked employees to assess their familiarity with the Parkland College mission statement. Results indicated that 94.1 percent and 93.1 percent of employees respectively stated they were either familiar or very familiar with the college’s new mission statement. Familiarity with the college’s mission statement was not asked during previous Faculty/Staff Climate Surveys. *See Table 2.*

Criterion One

Table 2. Parkland College employee familiarity with the college’s mission, 2010 and 2012.

Question: “How familiar are you with ... Parkland’s mission statement?”						
Survey year	No. of participants	Very + Somewhat Familiar	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Not at all Familiar
2010	326	94.1%	59.5%	34.6%	4.7%	1.2%
2012	464	93.1%	70.0%	23.1%	5.0%	1.9%

The spring 2010 and spring 2012 Faculty/Staff Climate Surveys also asked employees if they were familiar with the college’s core value statements. Results indicated that 92.4 percent and 92.3 percent of employees respectively stated they were either familiar or very familiar with the college’s core value statements. Familiarity with the college’s core values was not asked during previous Faculty/Staff Climate Surveys. See Table 3.

Table 3. Parkland College employee familiarity with the college’s mission, 2010 and 2012.

Question: “How familiar are you with ... Parkland’s core values statement?”						
Survey year	No. of participants	Very + Somewhat Familiar	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Not at all Familiar
2010	422	92.4%	55.5%	36.9%	6.4%	1.2%
2012	464	92.3%	59.5%	32.8%	5.8%	1.9%

Because of the college’s efforts in 2008–2010 to make sure that all faculty, staff, and administrators were familiar with the new mission statement and core values, it is to be expected that the 2010 Faculty/Staff Climate Survey results show high levels of familiarity; this information was most likely fresh in people’s minds. The fact that percentages were still significantly high two years later supports that the mission and core values continue to be a part of the fabric of the college.

Parkland’s commitment to engaging the community in learning is both understood and supported by the board of trustees as well. In support of Parkland College’s mission and strategic plan, trustees have visibly committed to representing the college in the communities it serves through regular visits to the 29 school boards in Parkland’s district, town hall meetings, and futures conferences.

Master Campus Development Plan

Perhaps the most recent example of a budgeting priority significantly engaging the college’s administration, faculty, and staff has been the implementation of the **Master Campus Development Plan**. To meet growing demand, Parkland has had to expand its offerings in these areas in the past two decades:

Criterion One

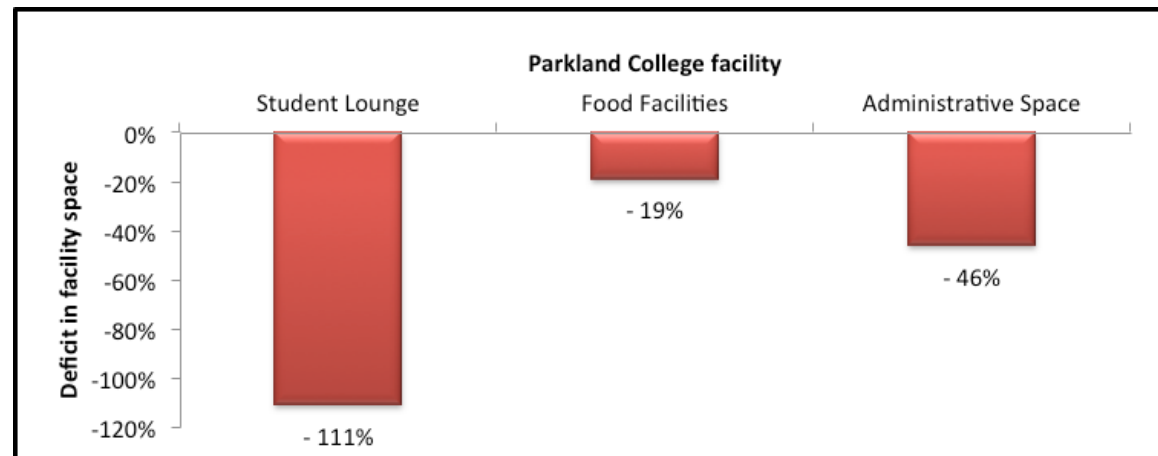
- health professions
- automotive technologies
- welding
- collision repair
- industrial technology and maintenance
- diesel technology
- computer-related fields
- general education courses

However, space deficits at the main campus have created instructional hurdles for many academic programs and student services. Parkland's limited space for student services offices, student fitness and personal training, science laboratories, dining, and other areas have made growth a challenge, significantly hampered student life programming, and resulted in inadequate space for confidential counseling and advising.

WHAT THE COLLEGE FOUND:

In order to gain a clearer understanding of space needs, Parkland College completed the *Master Campus Development Plan* under contract with the National Center for Higher Education Management Systems (NCHEMS) and Paulien & Associates, Inc., in 1996. The plan's findings indicated a space deficit of 127,000 assignable square feet for existing and contemplated new program space, a 111 percent deficit of student lounge and service space, a 19 percent deficit of food facilities space, and a 46 percent deficit of administrative services space. In addition to space deficits, Parkland's infrastructure (roofs, elevators, windows, doors, carpeting, and lights) all required attention. An update to the **GO Master Campus Development Plan**, completed in 2008, continued this theme and reiterated these findings. See *Figure 2*.

Figure 2. Breakdown of Parkland College space deficits in 1996 and 2007.



Criterion One

Parkland's Master Campus Development Plan is a powerful tool to thoughtfully, transparently, and coherently reflect the institution's vision, anchored by objective data and clear analysis. The plan has been a prominent feature at every all-college gathering, from the president's fall address to every Parkland College Association meeting. Since the 2008 update, the college has undertaken significant building and remodeling projects at the main campus. As the college works to complete the plan, it has increased its square footage there by nearly 25 percent. While buildings alone do not demonstrate a commitment to or fulfillment of a school's mission, the construction undertaken to improve student learning and engagement at Parkland will help the college more thoroughly fulfill its mission for years to come.

Local businesses, the workforce, the district's citizens, and K–12 partners are relying on Parkland College to help them meet technical and occupational needs. Many school districts have been unable to replace the faculty and technology required to offer even the most basic career-oriented programs. Increasingly, Parkland College is called upon to provide solutions for students interested in the health professions, the skilled trades, automotive technologies, welding, and computer-related fields. Parkland College has responded to, and continues to respond to, these needs as well as to the constraints of district secondary schools.

Innovation Fund

The college's Innovation Fund, administered through the College Planning Committee, supports projects that show an awareness of and connection to the mission. The committee accepts proposals from across the college for "untested and innovative projects that would not necessarily be budgeted for in the regular departmental budgets." When Vice President for Academic Services Kris Young announced the projects approved for 2011–12, she noted, "The selected projects all exhibited creativity and a commitment to the Parkland College mission and student development." *For more on the Innovation Fund, see Criterion 2a.*

Scholarship at Parkland (SPARK) Project

A third project, which received 14.7 percent of the Innovation Fund outlay available for 2011–12, provides yet another example of commitment to the mission. **↔ SPARK, or Scholarship at Parkland**, the college's open-access digital repository, "is the home of the rich body of scholarly and creative work of Parkland College students, faculty, administration, and staff. SPARK, a collaborative service managed by the library and the Center for Excellence in Teaching and Learning, promotes and showcases these works and facilitates their global discovery." SPARK won the distinguished Illinois Council of Community College Administrators' Innovation Award for 2011 and the National Council of Instructional Administrators Exemplary Initiatives Award in the category of Curriculum and Program Innovation for 2012. SPARK is discussed more thoroughly in Criterion 4.

Student Services Support the Mission

Between 2007 and 2009, Parkland's Student Services division championed a renewed commitment to the development of the whole student by creating learning outcomes for each of its campus subunits and articulating its own mission and vision statement, one that would reinforce the mission of the college as it uniquely pertains to student services.

Criterion One

The vice president for student services initiated the discussion and the director of the Career Center chaired the task force which crystallized the commitment to a shared vision of student learning at Parkland College. The task force adopted a vision statement, mission statement, manual for new student services employees, and the following student services 'tag line' used on posters throughout student services offices and in email signatures:

Student Services: Enriching Learning. Developing Leaders. Growing Communities.

Many of the learning objectives or outcomes were directed into the college's commitment to improving the first-year experience for all incoming students. The highlights from this task force's activities include a revised Student Orientation, Advising, and Registration (SOAR) process. Parkland's student services units, including Financial Aid, Counseling and Advising, the Career Center, Admissions and Records, Public Safety, and the Assessment Center all assess their effectiveness, thus encouraging all students to develop to their fullest potential during their time at Parkland College.

One example of how Parkland student services lives its mission is in how the unit has evolved to meet the needs of an emerging population, returning student veterans.

Office of Financial Aid and Veteran Services

For over 20 years, the Office of Financial Aid and Veteran Services has provided students with richer opportunities to make connections between their academic and career goals, their life circumstances, and their work as students.

One group in particular that is assisted by this office is returning student veterans. The office currently serves approximately 350 student veterans and performs the following tasks for the college:

- administers state and federal veterans education benefits programs
- serves as the central point of contact for all veterans-related issues on campus
- chairs the Veterans Task Force
- provides training for faculty and staff on veterans-related issues in addition to acting as a referral source for veterans' noneducation benefits
- acts as a liaison between the student and the Veterans Administration
- advocates for veterans on campus with the administration
- serves as advisor for the Student Veterans Association at Parkland (SVAP)
- plans the Veterans Day Ceremony annually
- makes contact with the veterans at midterm if they are struggling academically to let them know what services are available to them

Parkland's commitment to its student veterans is further evidenced by its status, since 1984, as a **Service-members Opportunity College**. According to the organization's website, "Servicemembers Opportunity Colleges (SOC) was created in 1972 to provide educational opportunities to service members who, because they frequently moved from place to place, had trouble completing college degrees." There are approximately

Criterion One

1,900 organizations of higher education with this designation. Parkland College is also listed on the **CS 2013 Military Friendly Schools® List**.

Student Veterans Association at Parkland (SVAP)

In fall 2009, one faculty member grew increasingly aware of, and concerned for, the needs presented by student veterans in her classes. This faculty member approached student services with her concerns, and together with Student Life, the Student Veterans Association at Parkland (SVAP) was created. SVAP is a student-led organization committed to fostering a veteran friendly climate on campus. This organization is open to all interested individuals, with officer positions being reserved for veterans or active duty military personnel. SVAP has weekly meetings as well as informal gatherings throughout the year to foster connection and support among the college's student veterans. One very visible contribution that SVAP makes is in organizing the college's annual Veterans Day Ceremony in the college center. According to the organization's faculty advisor, 111 veterans were served in fall 2009.

Academic Department Support for the Mission

Similarly, many departments at Parkland College conduct strategic planning sessions, retreats, and meetings to evaluate their role in fulfilling the mission of the college. The Humanities Department, for example, conducts regular strategic planning retreats in which faculty gather and evaluate learning objectives, assessment results, and mission-related initiatives. In 2009, the department constructed **CS mission** and **CS values statements** to help guide its work and concentrate departmental efforts to assess learning objectives closely tied to the college's mission and purpose statements.

Individual units, including each academic department, Community Education, Adult Education, and Business Training, directly serve the larger community. Interviews with directors and staff of those units suggest that providing educational services to the community is the basis of offerings from these units, so the mission is inherently a part of their course creation. As Jan Simon, director of Community Education, said, "Parkland's mission is what Community Education does every day: engage the community in learning. Not only do we engage learners from all parts of our college district, we engage learners of all ages, from College for Kids to Lifelong Learners."

In terms of assisting those students enrolled, Parkland's **CS advising guidelines** require all students to meet with advisors for their first 30 credit hours. Though taxing for the dedicated Counseling and Advising staff, the requirement engages the students in learning and in development. It demonstrates the college's commitment to whole student development and student success.

While mission statements, purpose statements, and core values do not in and of themselves demonstrate actions, the regular review of those statements, the revisions, the retreats, and the professional development workshops offered in support of upholding those statements do demonstrate a campus-wide commitment to the mission of the college.

Criterion One

Core Component 1d

Parkland College's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Guided by a board of trustees that actively advances the community college mission on local, state, and national levels, Parkland's administration, faculty, and staff further fulfill the college mission through 1) a clear organizational structure that allows for change and innovation and 2) a commitment to shared governance highlighted by the Parkland College Association and its committee structure. Interactions between these shared governing units provide stable leadership that enables Parkland College to develop continuous effective leadership from within the institution.

Board of Trustees

The Parkland College Board of Trustees consists of seven members elected from Parkland's District 505 and a student trustee elected by the student body. See the board of trustees' [website for biographies](#) of the current board members.

Duties and Responsibilities

The board of trustees functions as the policy-making body of the college. It conducts regular monthly meetings that are open to all members of the public, media, and employees of the college as per compliance with the Illinois Open Meetings Act. The board keeps minutes as a record of all its transactions, housing them in the college president's office as a permanent, official record of all board actions and college policy decisions. The [minutes](#) are open for inspection by the public at any time, as per the provisions of the Illinois Open Meetings Act, by being available in the library and by being archived back to the first meeting. The board has two central duties: to approve the hiring of the college president and to approve of all policies and procedures. It is important to note that the board of trustees promotes inclusivity by including a student-elected student trustee who registers an advisory vote as per the *Policies and Procedures Manual*. Furthermore, since 1966, the board has demonstrated a commitment to representing geographical diversity in District 505. When members leave or retire from the board of trustees, the board tries to ensure that representation is maintained.

Tradition of Collaborative Leadership

With over 100 years of service among its members, Parkland's board has a long record of commitment to engaging the community in learning.

- Mr. James Ayers, board chair from 2008 through April 2012, served on the board of the Association of Community College Trustees (ACCT) for seven years. In 2011, Mr. Ayers was elected president of the Illinois Community College Trustees Association.
- Dr. Thomas Bennett, board vice chair from 2008 to April 2012 and board chair since May 2012, is a past-president of ACCT and attended President Obama and Dr. Jill Biden's October 2010 summit on community colleges at the White House. Following this historic visit, Dr. Bennett gave a presentation to

Criterion One

a full house at the Center for Excellence in Teaching and Learning in late fall 2010. In that discussion, Dr. Bennett emphasized the need to do a better job of connecting with community partners and building relationships between industry and education.

During the meeting in Washington, Dr. Bennett was among those who championed virtual meetings to be conducted regularly to continue the focus on college and career readiness and accountability. Chairman Jim Ayers and Trustee Lin Warfel attended those virtual meetings. The issue of accountability was front and center during Dr. Bennett's tenure as chair of ACCT.

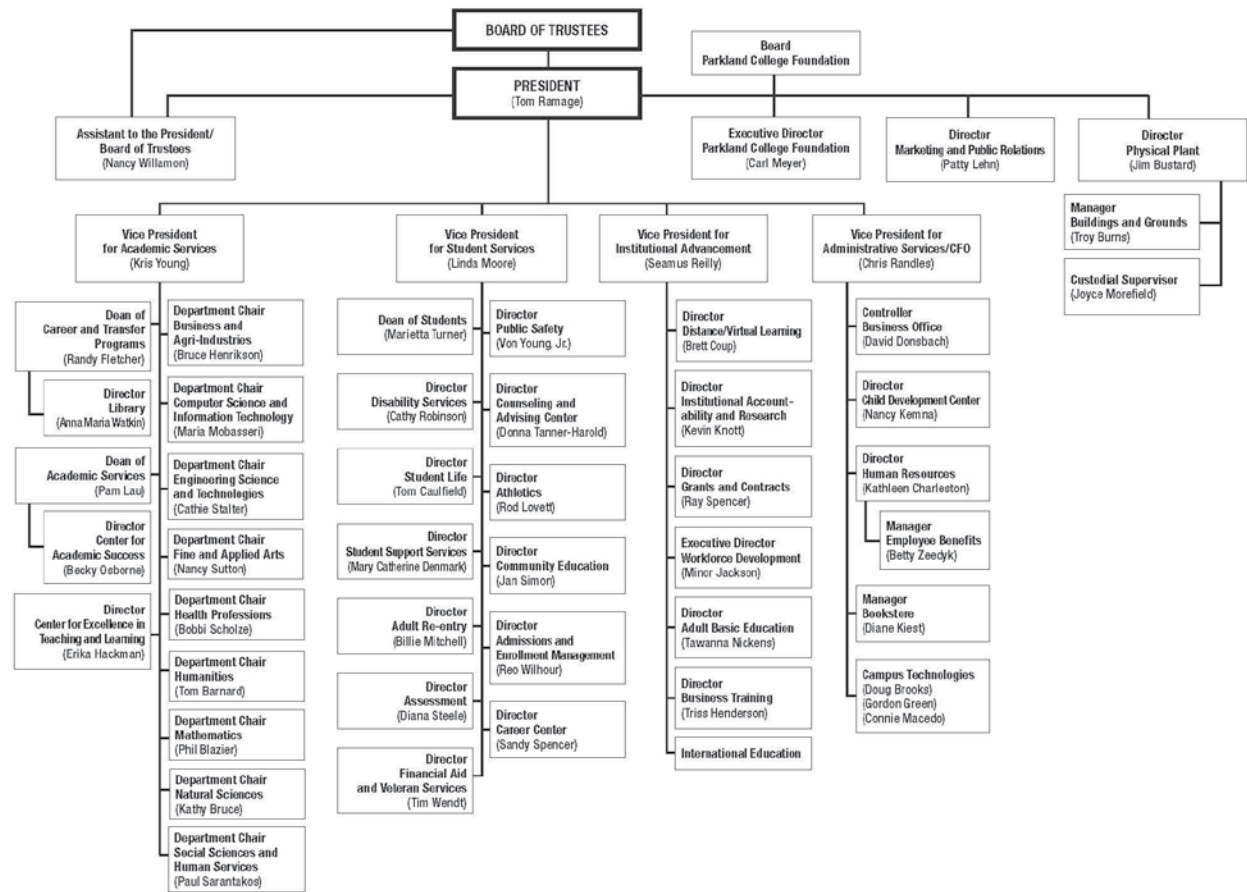
Under Dr. Bennett's leadership, both ACCT and the American Association of Community Colleges (AACC) started the Voluntary Framework of Accountability (VFA) effort, which focused on identifying metrics that schools can use to measure how well colleges are helping students succeed in their academic and career goals. Community colleges are working to identify their own metrics, measures that match up with the mission and focus of community and technical colleges. In support of that effort, Parkland College's President Tom Ramage is on a subcommittee as part of the Voluntary Framework of Accountability effort. As Dr. Ramage helps to shape the measures for the VFA, he is better able to ensure those measures line up with the mission of a community college as distinct from four-year public and private colleges and universities. As the college progresses through this effort, Dr. Ramage, with the support of the entire board of trustees, will work collaboratively with college faculty and staff to effectively align measures and metrics which help make sense of data in order to give all stakeholders a more accurate understanding of student success in the two-year environment.

Administration

As outlined by the college's **↻ organizational chart**, Parkland's administrative structure demonstrates a commitment to shared responsibility and an ability to implement programs, initiatives, and policies that advance the mission of the college. *See Figure 3.*

Criterion One

Figure 3: Parkland College organizational chart effective July 2011.



President

The president of Parkland College serves as chief executive officer of the college and is responsible to the board of trustees of Community College District 505 to implement Parkland's philosophy, goals, and policies. In addition, the president is responsible for the following:

- implements the mission
- plans the budget
- oversees development and management of campus and facilities
- guides program development and evaluation of community relations
- guides strategic planning
- oversees personnel
- represents the college at the local, state, and national levels

Criterion One

The president regularly presents to community groups, serves on the **boards** of major organizations, and works closely with the key administrators of universities which accept Parkland students. The president is fully engaged in learning about the district's needs and develops short- and long-term strategies in consultation with his administrative team to help meet those needs. For example, community-wide interest in developing entrepreneurship led to the formation of an alliance between local funders and the Parkland Foundation. This alliance resulted in student scholarships, an Entrepreneurial Fellowship Program, and the Access Success lecture series which reach all students in the college. *For more on the Entrepreneurial Fellowship Program, see Criteria 4d and 5d. For more on the Access Success lecture series, see Criterion 5b.*

Vice Presidents

Four vice presidents report directly to the president.

Vice President for Academic Services

The **vice president for academic services** serves as the chief academic officer for the college and is responsible for the following:

- organizes outreach efforts to the district's high schools in the areas of dual credit and partnership development for Parkland's career and technical areas
- works closely with state universities to develop and improve transfer agreements between Parkland College and four-year partners. This has included everything from developing shared space on campus for Eastern Illinois University degree programs to developing a co-enrollment program with the University of Illinois at Urbana-Champaign (Parkland Pathway to Illinois).
- participates in overseeing the design and implementation of the health professions annex, the diesel addition, the Applied Technology Center, the Fine and Applied Arts addition, and the backfill of all campus spaces
- serves on a number of **committees** including College Planning Committee, Executive Team, Academic Assessment, Curriculum Committee, and the Developmental Education Council

Vice President for Student Services

The **vice president for student services** serves as the chief student services officer and is responsible for the following:

- oversees admissions, financial aid, advising and counseling, and public safety
- oversees other key student service areas, including Parkland's Student Life, Community Education, Athletics, and Assessment Center units as well as the Office of Disability Services, Adult Re-entry, and the Career Center
- serves as the college's ADA, Title VI, and Title IX officer
- works with the outreach efforts to support district high schools
- leads initiatives designed to recruit Latino/a students (that have involved open campus days for Latino/a

Criterion One

families); international students; African American students; LGBTQ students; and those whose gender is underrepresented in certain academic programs

- spearheaded development of a comprehensive mission-focused student services philosophy which permeates all of student services
- participates in overseeing the **↔ design and implementation of the new student services wing**
- serves on a number of **↔ Parkland and community committees**

Vice President for Institutional Advancement

The **↔ vice president for institutional advancement** is responsible for the following:

- oversees areas of the college which have external outreach or reporting responsibilities including grants and contracts, business training, workforce development, and legislative contacts
- represents the college on all district-wide economic and development bodies and connects industry and business training needs directly to academic and institutional advancement units on campus
- oversees Adult Basic Education, a crucial link to the community and a vital resource for students completing GED requirements in order to succeed in their career and college goals
- serves on a number of **↔ committees**

Vice President for Administrative Services/Chief Financial Officer (CFO)

The **↔ vice president for administrative services/CFO** serves as chief financial officer (CFO) of the college and is responsible for the following:

- administers key areas of the college such as the business office and information technology
- develops the budget and shares budgetary information with the college community in public venues
- oversees all human resources matters
- appraises the board of trustees monthly on issues related to purchasing as well as changes to college fee and tuition structures
- conducts budget workshops annually which are open to the public
- serves on a number of **↔ committees**

The president and vice presidents communicate regularly with the community and engage in outreach activities that demonstrate and share the college's mission and strategic goals. The administrative team provides feedback to community needs and attempts to quickly adapt to the changing economic, academic, and social needs of District 505. The vice president for institutional advancement represents the college on a number of key community-based organizations including the Metropolitan Intergovernmental Council and the local airport committee. Other vice presidents and administrators serve on **↔ boards and civic organizations** in various communities throughout the district. The college's administrative structure mirrors the constituencies the college serves. Vice president portfolios align largely in concert with traditional academic structure, with some variation based on expertise and/or experience.

Criterion One

Deans

Parkland's administrative structure also includes three deans: the dean of academic services, the dean of career and transfer programs, and the dean of students. All three deans collaborate on efforts such as Parkland's First Year Experience initiative, **↔ the P-20 initiative** (an action plan that brings together college and university leaders in common purpose with leaders of the state's elementary and secondary schools to begin thinking and acting differently across the entire P-20 spectrum), and Parkland's increased commitment to civility as an outcome of its core values. *For more on Parkland's civility campaign, see Criterion 1e. For more on the P-20 Initiative, see Criterion 2d.*

Dean of Academic Services

The dean of academic services works with students who find themselves on academic suspension or dismissal or who request exception to academic policy. The dean also coordinates the Developmental Education Council and assists the vice president for academic services in the following ways:

- develops and administers policies and programs related to the faculty and curriculum
- reviews and improves ongoing academic systems and support services development
- leads and coordinates the cooperative delivery of academic services
- serves on other committees including the Department Chair Council, College Council, and Enrollment Management Team

Dean of Career and Transfer Programs

The dean of career and transfer programs directs the college's commitment to the statewide P-20 initiatives, ensuring smooth transitions from preschool to post-baccalaureate study. The dean also assists the vice president for academic services in the following ways:

- organizes, supervises, coordinates, and reviews career and transfer programs
- leads the systematic review and evaluation of career programs to ensure program viability
- provides administrative support for all academic programs and initiatives
- oversees articulation agreements through the Illinois Articulation Initiative
- serves on the following committees: College Council, Department Chair Council, Executive Team, and Academic and Support Assessment Committees

Dean of Students

The dean of students assists the vice president for student services in the following ways:

- oversees the student discipline system and serves as chief student conduct officer for the college
- addresses and resolves student complaints regarding discrimination and harassment
- processes and oversees student grievances
- reviews and makes recommendations to the vice president for student services regarding policies, procedures, and programs that affect students and campus life

Criterion One

- serves on a variety of committees including the Financial Aid Appeals Committee, Enrollment Management Team, Crisis Response Team, and Executive Team

Parkland College Association (PCA)

An integral component of shared governance at Parkland College is the Parkland College Association (PCA). Teaching faculty (both full- and part-time), nonteaching faculty, professional support staff, administrators, confidential staff, health and safety staff, and student leaders make up both the membership group and the voting senators of the PCA.

Role of the PCA

The general purpose of the PCA is to provide advice, counsel, and assistance to the president of the college and to the board of trustees in order to promote the goals of Parkland College. PCA also has the responsibility to:

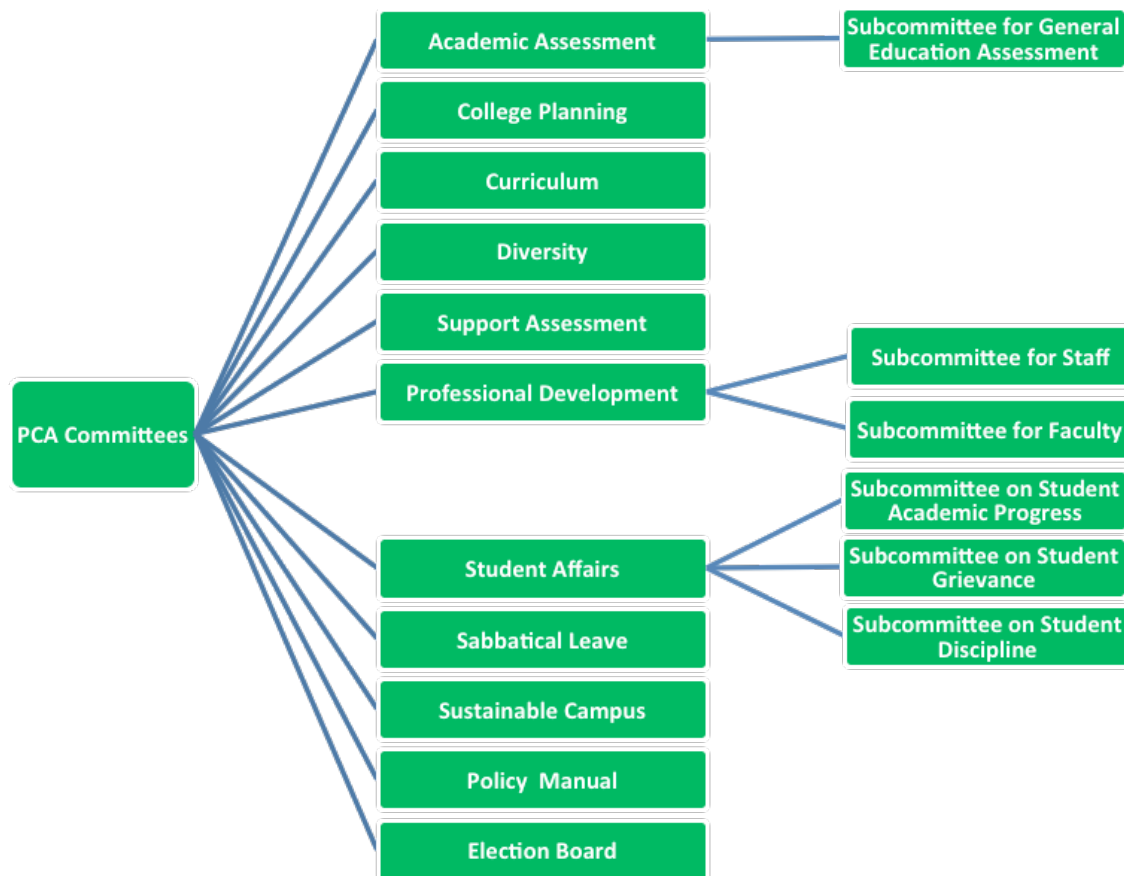
- formulate and implement policies and practices concerning the general development and enrichment of the academic life of the college
- review and approve the curricula of the college
- conduct matters of common concern to students and staff
- promote cooperation and communication with the student body
- consider grievances and ethics of the members and associate members of the PCA
- promote the professional growth and development of the college staff
- participate in planning the college's future
- restructure committee responsibilities

PCA Committees and Subcommittees

The Parkland College Association's committees and subcommittees work to ensure that the entire Parkland community is consistently engaged in the higher learning process. These committees may be chaired by administrators, full-time faculty, or support staff, depending upon the committee, and committees are usually comprised of employees from all representative groups within the college. *See Figure 4.*

Criterion One

Figure 4. Parkland College Association committees and subcommittees.



For more detailed information on PCA committee membership, see [↔ Constitution of the Parkland College Association](#), pages 11–20.

[↔ For copies of minutes from different committees, click here](#) (Note: requires My.Parkland login).

- The **Academic Assessment Committee** establishes a structure to support faculty in their efforts to assess program outcomes and student learning outcomes in and across courses and programs.
- The **College Planning Committee** is responsible for reviewing operational planning, monitoring capital development, setting guidelines for budget priorities, handling space allocation issues, reviewing proposals for new PCA/college-wide committees, and reviewing the college's mission and purposes every two years as part of the overall strategic planning process.
- The **Curriculum Committee** approves credit courses numbered lower than 300; approves credit programs; reviews and provides oversight for noncredit courses numbered higher than 300; provides faculty oversight of

Criterion One

- General Education core courses, objectives, and assessments; and provides faculty oversight of transfer goals and assessment.
- The **Diversity Committee** evaluates and proposes initiatives, programs, and services concerning academic and social climate.
 - The **Support Assessment Committee**, formerly called Institutional Effectiveness, works to measure how well Parkland's instructional support units are achieving their stated goals and how these support services contribute to Parkland's mission.
 - The **Professional Development Committee** reviews and recommends professional development goals for faculty and staff, reviews advisory recommendations for the Center for Excellence in Teaching and Learning, and reviews and recommends college-wide policies on ethics and values.
 - The **Student Affairs Committee** hears and reviews academic progress appeals; reviews academic exception appeals; reviews and approves new/revised academic policies as they impact academic standards; and recommends changes in academic standards.
 - The **Sabbatical Leave Committee** evaluates sabbatical proposals and makes recommendations to the Parkland College president and vice president for academic services according to *Policy and Procedures Manual* guidelines.
 - The **Sustainable Campus Committee** evaluates and proposes initiatives concerning Parkland's environmental impact including existing facilities upgrades, new construction, and day-to-day activities. The committee increases student involvement in environmentally responsible activities and faculty and staff awareness of environmentally responsible actions in conducting day-to-day responsibilities.
 - The **Policy Manual Committee** reviews all proposals by other committees that affect college policies and procedures, assists in preparing the appropriate wording changes to the *Policy and Procedures Manual*, initiates ideas on its own, receives suggestions from other members or associate members of the PCA as to appropriate changes in the manual, channels suggestions for changes in policy and procedures to the appropriate committees, and acts independently only on those matters which do not fall within the jurisdiction of another PCA or senate committee.
 - The **Election Board Committee** conducts all PCA elections and referenda according to the provisions of the Constitution and the Bylaws, solicits nominations, conducts all polling, reports the results, and serves at the will of the senate in special elections and referenda. This committee is chaired by the PCA treasurer who appoints, with PCA approval, three members to assist him/her.

College Governance

Parkland College's governance and administrative structures provide collaborative leadership that enables the organization to fulfill its mission. An important example underscoring collaborative leadership can be seen in the activity of the Parkland College Executive Team, informally known as the E-Team. The E-Team's mission is to provide leadership and strategic direction for the college through a collaborative process. Current E-Team

Criterion One

minutes are kept and posted on Parkland's intranet. [View copies of E-Team minutes here](#) (Note: requires My.Parkland login).

The Executive Team is comprised of the [following people](#):

- president
- vice presidents
- deans
- select directors and executive directors
- controller
- administrative assistant to the president/board of trustees

E-Team members also work collaboratively to:

- assist the president as a coordinating body and support group
- advise the president on issues pertaining to areas of responsibility
- facilitate information flow to and from areas of responsibility
- execute college initiatives
- implement and coordinate policies, planning, and operations
- present or consult at board meetings pertaining to areas of responsibility
- represent the college at community, agency, and professional organization functions
- ensure and participate in crisis response systems
- review policy and procedures changes/revisions

Leadership Evaluation and Development

The selection and development of Parkland College faculty, staff, and administrators are some of the most important functions of the college, and Parkland has demonstrated a longstanding commitment both to keeping administrators apprised of their effectiveness and to developing leaders from within the campus community.

Employee Satisfaction with Leadership

As part of its regular evaluation of processes and programs, the Office of Institutional Accountability and Research conducted Faculty/Staff Climate Surveys in 2005, 2010, and 2012. The Faculty/Staff Climate Surveys asked respondents how satisfied they were with various aspects of Parkland's administrative structure. Note, however, that not everyone who answered the question had experience with the E-Team, so the numbers in Table 4 are based only on those who had experience with the E-Team.

- 2005: 65.5 percent or 165 out of 252 had experience with the E-Team.
- 2010: 55.5 percent or 228 out of 411 had experience with the E-Team.
- 2012: 66.1 percent or 266 out of 433 had experience with the E-Team.

Criterion One

WHAT THE COLLEGE OBSERVED:

In 2005, 84.8 percent of those surveyed who had experience with the E-Team were either very satisfied or satisfied, in 2010, 75.4 percent were very satisfied or satisfied, and in 2012, 83.5% were very satisfied or satisfied. See Table 4.

Table 4. Parkland College employee satisfaction with the Executive Team, 2005, 2010, and 2012.

Question: "How satisfied are you with the Parkland Executive Team?"				
Survey year	No. of participants	Very satisfied/ Satisfied*	Very dissatisfied/ Dissatisfied*	No experience (all sample)
2005	252	84.8%	15.2%	34.5%
2010	411	75.4%	24.6%	44.5%
2012	433	83.5%	16.5%	38.6%

*Of those who had experience with the E-Team.

HOW THE COLLEGE RESPONDED:

Note that favorable percentages indicating satisfaction with administration were down from the 2005 Faculty/Staff Climate Survey. It is probable that the decrease in satisfaction between 2005 and 2010 is explained by the significant transition in leadership between these years: the president and all four vice presidents in 2010 had come to their positions after 2005. They succeeded a long serving central administration team that included a highly respected president who had served from 1991 until 2006. That president was followed by a short-term president who served for only nine months. Taken together, these transitions likely caused the employees uneasiness about leadership and stimulated their desire to understand better the new team's vision and approach. As a result of the 2010 Faculty/Staff Climate Survey feedback, the president began uploading the E-Team minutes into the portal to facilitate better communication within the college. Similarly, the president and vice president for academic services began hosting monthly faculty forums to give faculty a space for the open exchange of ideas. Beginning in fall 2011, the president and vice president for student services began hosting similar events for student services areas. Satisfaction with E-Team improved to 83.5 percent in the 2012 administration of the Faculty/Staff Climate Survey, suggesting that employees appreciated these measures and the stability of central leaders.

Annual Leadership Conference

College leadership understands that the greater the information faculty and staff receive about "how" and "why" Parkland operates as it does, the greater the chances of engaging the college's most important resource—intellectual capital—in the improvement of teaching and learning. In light of this understanding,

Criterion One

Parkland's administration uses its resources to host an annual leadership conference, "Leadership: A Commitment to Involvement in the Decision-Making Process of Parkland College."

Organized by the president's office in conjunction with the four vice presidents, the leadership conference coordinates and sustains professional development sessions that focus on decision making, college mission achievement, and the processes and systems used to move the college forward. The conference also offers a highly informative session with the board of trustees. Conference topics include:

- the historical underpinnings of the community college movement
- perspectives on the community college from national community college leaders and researchers
- the growth and development of Parkland College
- decision-making processes (including budgeting)
- the planning process
- personal leadership development

Parkland invites employees each year to engage deeply in learning through the conference. Since 2002, more than 200 faculty and staff have attended, about 25 each year, many of whom have progressed to formal leadership positions at the college. Conference feedback has been routinely positive; faculty and staff have expressed a better appreciation of how the college works; a greater understanding of the interrelatedness of services, departments, and offices; and a stronger comprehension of how Parkland's mission, planning processes, and budgeting process all work to serve the college. Participants routinely single out the helpfulness of the budget workshop, that attending it gave them a richer understanding of fiscal planning.

Core Component 1e

Parkland College upholds and protects its integrity.

Parkland upholds and protects its integrity in the following areas: legal status, fiscal management, curriculum, college environment, and community relations.

Legal Integrity

Parkland College maintains fidelity both to federal legislation and to its own bargaining agreements and contracts.

Illinois Freedom of Information Act (FOIA)

Parkland College provides the public the right to access government documents and records as required by law, unless there is an exemption in the statute that protects those records from disclosure (for example, records containing information concerning trade secrets or personal privacy). The details of how such requests may be made, the definition of "public records," and the contact person to whom such requests must be made, are all available on the college's [Freedom of Information Act website](#). All FOIA requests should be submitted to the college's FOIA officer (the vice president for administrative services/chief

Criterion One

financial officer). Since June 2010, when the college was required to report all FOIA requests to the board of trustees, the public has made 40 FOIA requests. *For a complete list of FOIA requests, see the Resource Room.*

Copyright

Parkland College adheres to the provisions of the U.S. copyright law (Title 17, United States Code, Section 101, et seq.) and maintains a membership to the [© Copyright Clearance Center](#). To ensure the college follows laws related to copyright, including digital copyrights and related issues, a page on the college's website defines terms as well as clarifies relevant applications of those laws. Furthermore, the college sends a [© memorandum](#) to Parkland employees each semester that outlines the college's adherence to copyright laws. *For more on Parkland's copyright compliance, see Criterion 4c.*

Employee Rights and Responsibilities

Employee unions represent four employee groups at Parkland:

- [© Parkland Academic Employees \(PAE\)](#)—full-time teaching and nonteaching faculty
- [© Part-time Faculty Organization \(PTFO\)](#)
- [© Professional Support Staff \(PSS\)](#)
- [© Public Safety Officers \(PSO\)](#)

Every union bargaining agreement linked above has a section that covers union and employee rights. These bargaining agreements are accessible on the campus-wide intranet, commonly called “the portal.” Union agreements are also located in the appendix of the *Policy and Procedures Manual*, which is available on the college's public website.

Parkland College policies clearly define employee responsibilities. For example, the statement of values (Policy 1.02.01) contains language regarding employees' and students' responsibilities. The employee [© Policies and Procedures Manual](#) is accessible to employees on the portal as well as to students and the public on Parkland's website.

Parkland ensures that both students and employees are protected from harassment and discrimination. [© Policies and Procedures Manual section 3.01](#) and [© Student Policies and Procedures section 8.26](#) cover employees' and students' rights to a harassment-free workplace and educational environment. Policy 1.06.04 covers employees' and students' rights to a safe and healthy workplace and educational environment that is free from violence or threats of violence. Policy 4.02 covers employees and students' rights to a discrimination-free workplace and educational environment. These policies are created by the college (PCA) in conjunction with the college's attorney.

Fiscal Integrity

Parkland College ensures that an Independent Auditor's Report is prepared annually. [© The 2011 report](#), by the accounting firm Baker and Tilly of Oakbrook, Illinois, confirmed that the financial statements of the college fairly and accurately present the financial position of Parkland College. In addition, the firm concluded that the

Criterion One

college's internal controls over financial reporting are in compliance with the various laws, regulations, contracts, and grant agreements. Specifically, portions of the report meet the requirements of analysis by the Illinois Community College Board; the U.S. Office of Management and Budget requirements for Audits of States, Local Governments, and Non-Profit Organizations; and the OMB's Circular A-133 Compliance Supplement. The audit was found to be in full compliance. For information regarding past Independent Auditors' Reports, refer to the [↪ Parkland College Financial Information](#) website. *For more on Parkland College's bond rating, see Criterion 2b.*

Curricular Integrity

Parkland works to ensure that all of its curricular offerings are reliable and trustworthy through its accreditation, articulation, and program review processes.

Accreditation

Parkland College has been accredited by the North Central Association of Colleges and Schools, Higher Learning Commission since 1972, facilitating the transfer of its academic credit to other colleges and universities across the country. To maintain further integrity in the quality of its career curricula, Parkland's career programs are accredited by numerous national accrediting agencies:

- **Automotive Technology:** National Automotive Technician Education Foundation
- **Dental Hygiene:** Commission on Dental Accreditation of the American Dental Association
- **Dietetic Technician:** Commission on Accreditation for Dietetics Education of the American Dietetic Association
- **Hospitality Industry: Hotel/Motel Management:** The Commission on Accreditation of Hospitality Management Programs
- **Hospitality Industry: Restaurant Management:** The Commission on Accreditation of Hospitality Management Programs
- **Massage Therapy:** American Massage Therapy Association
- **Nursing:** National League for Nursing Accrediting Commission
- **Occupational Therapy Assistant:** The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association
- **Practical Nursing:** National League for Nursing Accrediting Commission
- **Radiologic Technology:** Joint Review Committee on Education in Radiologic Technology
- **Respiratory Care:** Committee on Accreditation for Respiratory Care of the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- **Surgical Technology:** Accreditation Review Council on Education in Surgical Technology and Surgical Assisting of the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- **Veterinary Technology:** Committee on Veterinary Technician Education and Activities of the American Veterinary Medical Association

Criterion One

Articulation

Along with the strength of its accreditations, Parkland College participates in articulation agreements with state public and private universities to ensure ease in student transfer of credits upon completion of studies at Parkland. Departmental and counseling offices have access to these agreements and equivalencies to assist students in determining which courses will transfer to a given school. Parkland degree students who identify the senior institutions to which they will transfer early in their academic programs of study, and who comply with terms of the agreements, may expect to complete baccalaureate requirements within the same period of time and with nearly the same course work experience as if they had spent their entire academic careers on the campuses of the senior institutions to which they transfer.

Among these agreements is the statewide articulation compact program, which states: “A transfer student in good standing who has completed an associate’s degree based on a baccalaureate-oriented sequence from an Illinois community college shall be considered to (a) have attained junior standing; and (b) have met lower division general education requirements of senior institutions.” This compact has greatly improved the transfer process of Parkland students to state universities because it ensures that students who complete Associate in Arts (AA) or Associate in Science (AS) degrees are given junior standing at the universities and that their lower-division general education requirements for bachelor’s degrees are satisfied. The following Illinois state universities honor the articulation compact:

- Chicago State University
- Eastern Illinois University
- Governors State University
- Illinois State University
- Northeastern Illinois University
- Northern Illinois University
- Southern Illinois University at Carbondale
- Southern Illinois University at Edwardsville
- University of Illinois at Springfield
- Western Illinois University

Parkland also participates in the **↔ Illinois Articulation Initiative (IAI)**, a comprehensive statewide articulation effort affecting public and private colleges and universities. One of its main features is the General Education Core Curriculum, a list of statewide articulated general education courses accepted for transfer by all participating colleges and universities in Illinois. Students completing the IAI’s General Education Core Curriculum will meet their lower-division general education requirements upon transfer to other participating colleges or universities in Illinois. Another feature of the initiative is the IAI Baccalaureate Majors’ Recommendations (IAI Majors), which describe courses typically taken by freshmen and sophomores for a

Criterion One

specific major. Through this initiative, Parkland counselors and academic advisors are able to provide accurate information on the articulation of courses to students planning transfer.

Other agreements offering curricular integrity include Parkland's Concurrent Enrollment agreement with the University of Illinois at Urbana-Champaign and its "2+2" articulation agreements with selected private and public universities. The Concurrent Enrollment agreement allows students currently attending Parkland to also enroll in UIUC courses that are not available at Parkland College. The 2+2 agreements help Parkland graduates in technical and other specific occupational programs transfer to cooperating four-year institutions, usually with junior standing, to complete their bachelor's degrees. Parkland holds **↔ 2+2 agreements** with nearly two dozen universities and colleges in Illinois, Indiana, Missouri, and Colorado.

Program Review

The dean of career and transfer programs and the respective department chairs lead programs through an evaluative review annually according to the schedule set forth by the Illinois Community College Board. The chairs of Academic Assessment Committee, Curriculum Committee, and General Education Assessment Subcommittee review transfer programs and courses to ensure courses offered have healthy enrollments and are still IAI compliant. Similarly, the dean of career and transfer programs produces an **↔ annual program checkup** and looks at the enrollments and retention numbers for Parkland's career programs. The vice president for academic services personally reviews the Parkland College catalog before it goes to press and ensures the accuracy of the program information contained in each update. These processes ensure the entire campus community, as well as Parkland's students and stakeholders, that Parkland regularly evaluates the integrity of its programs on several levels. *For more on program assessment, see Criterion 3a.*

College Environment Integrity

The college strives to provide clear expectations regarding students' rights and responsibilities, syllabi and course policies, academic honesty, Family Educational Rights Privacy Act (FERPA) laws, campus civility, and campus safety and crisis management.

Student Rights and Responsibilities

In addition to the policies outlined in the *Policies and Procedures Manual*, Parkland's **↔ Student Policies and Procedures Manual** outlines students' rights and responsibilities. Updated each semester, this manual is available online, with hard copies available in Student Life, and the dean of students office. The new student orientation video also refers to the student policies manual. All formal student complaints are on file with the dean of students, and all official student grievances, kept confidential, remain on file with the vice president for student services.

Syllabi and Course Policies

Faculty at Parkland College, as advised by the vice president for academic services, construct their syllabi as if they were legal contracts with students. Clearly stated behavioral expectations and grading criteria help

Criterion One

protect students' rights. Conflict resolution between a faculty member and a student invariably includes a review of the syllabus and its expectations. Every semester, the vice president for academic services sends each faculty member a document—titled “**↔ Course Outline and Syllabus**” that outlines important information to include on a syllabus.

Academic Honesty

Parkland has rigorous standards for academic honesty. In an era when students constantly tap into an almost infinite supply of information, Parkland has outlined a detailed process for maintaining academic honesty. The *Student Policy and Procedures Manual* defines academic honesty and outlines the process to maintain it:

Students, faculty, and staff are all expected to maintain academic integrity in their work and take collective responsibility for preventing violations of intellectual ownership. Academic dishonesty is unacceptable, and the institution is committed to helping students learn these values through development and growth. Personal commitment, honest work, and honest achievement are necessary characteristics for an educated person.

Parkland's **↔ academic honesty policy** focuses on the development of the student. Each semester, both the vice president for academic services and the dean of academic services send out campus-wide reminders about academic honesty policies:

Faculty are strongly encouraged to review Parkland's academic honesty policy during the syllabus preparation period. As each faculty member has latitude in applying developmental and disciplinary actions stemming from acts of academic dishonesty, it is important for you to clearly articulate what constitutes an act of academic dishonesty in your discipline and what your thresholds for development and discipline are. Include enough information in your syllabus so that your responses to academic dishonesty can be upheld should they be challenged by the student.

The administration also urges faculty to report acts of academic dishonesty to the dean of academic services. This office maintains a database/clearinghouse of reports to track students who might commit acts of dishonesty across several departments. At the third report of academic dishonesty for a student, the dean of academic services informs the dean of students that there has been a conduct code violation as per the *Student Policies and Procedures Manual*.

WHAT THE COLLEGE OBSERVED:

Despite the college's expectation of academic honesty, there was a rising concern campus-wide among faculty and staff concerning plagiarism and cheating. Over the course of 2010–2011, several campus-wide sessions held in the Center for Excellence in Teaching and Learning brought multiple voices to the table to address these concerns. These sessions were generated by faculty and supported by the vice president for academic services in her spring 2011 address to all college faculty.

Criterion One

HOW THE COLLEGE RESPONDED:

Parkland takes academic honesty and integrity seriously and seeks to promote them in creative ways, beyond the policies outlined in the student code of conduct. An academic honesty team, formed in fall 2011 out of numerous conversations among faculty, staff, and administrators, has set out to explore the possibility of an academic honesty affirmation pledge. The affirmation pledge would be optional for faculty to adopt in their classrooms. At this point, the affirmation pledge is only being discussed. If the academic honesty team formally proposes it, it would take the route through Parkland's process for shared governance that every other policy takes.

HOW THE COLLEGE RESPONDED:


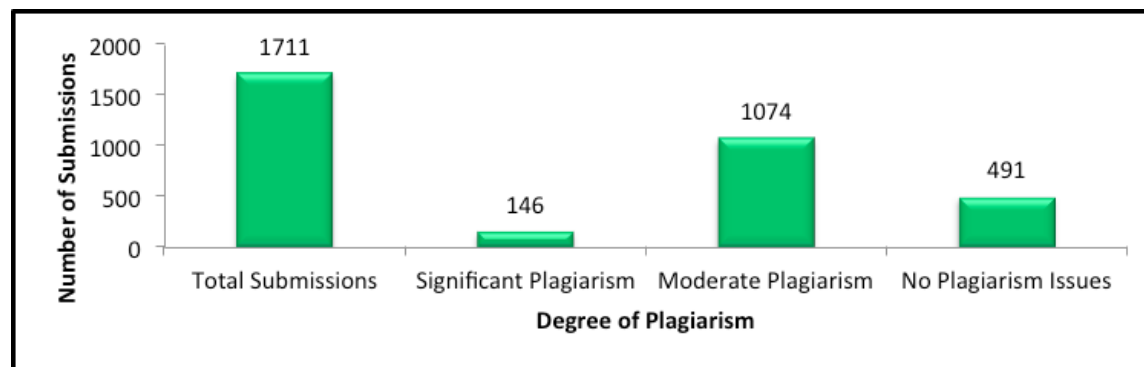
In 2011, the director for Distance and Virtual Learning and some faculty applied for an Innovation Fund grant to pilot a campus-wide use of  Turnitin, a service that checks student work for plagiarism. During fall 2011, 23 faculty members used Turnitin. Faculty have used Turnitin as a teaching tool to promote the ideas of honesty and integrity by allowing students to submit rough drafts of their papers prior to submitting them for final grades. Students can thus review and correct any instances of inadvertent plagiarism in a timely manner. The Turnitin company organizes student work into five categories of plagiarism: None, 0–24%, 25–49%, 50–74% and 75–100%. *Figure 5* shows the number of submissions to Turnitin and the number of submissions flagged for plagiarism.

Figure 5. A breakdown of student submissions to Turnitin including papers flagged for significant, moderate, and no plagiarism issues.



Faculty feedback on the usefulness of Turnitin has been extremely positive. As a result of this positive feedback, the Turnitin pilot continued in spring 2012, with a pilot expansion approved as an Innovation Fund project for 2012–13. Parkland faculty continue to gather evidence about the frequency and nature of academic dishonesty and will decide whether to adopt a college-wide academic honesty affirmation pledge during the 2012–13 academic year. *For more on faculty feedback for Turnitin, see the Resource Room.*

Criterion One

Family Educational Rights Privacy Act (FERPA)

All Parkland employees requiring access to student records must first complete a tutorial and quiz on the basics of FERPA. The college maintains the strictest standards, information that it provides on its [↔ FERPA webpage](#). Additionally, when Student Orientation Advising and Registration (SOAR) was redesigned for fall 2011, a definition and discussion of FERPA were included as part of the session for all incoming students and their families. Parkland upholds the rights of its students and encourages students to fully understand their rights as well as their options for sharing information with parents or guardians. Students do this by signing waivers in front of their advisors or counselors. Students need to be allowed to make the best decisions for their own educational success, and Parkland provides students with all the information they need to discern the best paths for them.

Campus Civility

Parkland College operates under the assumption that learning cannot take place in an environment where hostility, rudeness, or aggression are allowed to flourish. Based on faculty and staff observations as well as documented cases of campus incivility, the college increasingly recognizes clear obstacles to achieve its core value of Fairness and Just Treatment.

HOW THE COLLEGE RESPONDED:

One of the most [↔ recent initiatives](#) on campus is the college's adoption of a [↔ Civility Statement](#). Seeking a concrete way to further its commitment to integrity in all processes and for all members of the campus community, a task force headed by the dean of students and other college leaders was initiated in April 2010 to more fully integrate Parkland's commitment to honesty, integrity, and respect into daily operations. Parkland's board of trustees adopted the civility statement in February 2010, which reads as follows:

The college core values of fair and just treatment and responsibility serve as guide posts for civility. Parkland College is committed to campus-wide civility by cultivating a community where the faculty, staff, and students respect people and property, show empathy and tolerance, demonstrate concern for and fairness toward others, employ critical thinking and patience, and accept accountability for their own actions.

Additional actions taken by the campus in its pursuit of campus civility have included the following:

- Several sessions in the Center for Excellence in Teaching and Learning were held to brainstorm ideas for promoting civility across campus.
- In spring 2011, the civility campaign was included in Student Life's annual "spring fling," a well-attended event including a free lunch for students and staff as well as several activities organized before final exams to foster community time on campus.
- Volunteer faculty and staff handed out civility bracelets and encouraged over 210 students and staff to sign the civility statement banner.

Criterion One

- In October 2011, Parkland organized its first Civility Month. Events included ‘lively acts of civility’ days in which faculty and staff held doors and greeted the campus community with intentional kindness and smiles; a free hugs station; a civility ‘improv’ (similar to a flash mob) including students, staff, and faculty in the college center; and several film screenings on topics related to respect, tolerance, and civility.

Parkland’s first Civility Awareness Month, as well as its other efforts, demonstrate a commitment on the part of faculty, staff, and students to do more than understand civility; true civility requires intentional actions by committed individuals. Several other events are planned for upcoming semesters including faculty discussions of integrating civility into the curriculum and other support staff events to encourage students to embrace civility as one of the most important outcomes of their time at Parkland College.

Campus Safety and Crisis Management

Parkland College seeks to ensure a safe and secure campus environment for all its students, faculty, staff, and visitors. The college has procedures and response systems that strive to maintain a peaceful atmosphere in which to learn, teach, and work. Parkland’s **↻ Crisis Management Team** prepares for each phase of an emergency on campus: prevention, crisis management, and post-crisis management. Crisis situations could include the following: weather disasters, threats to individuals or facilities, and medical or health emergencies. The team coordinates efforts across departments, communicates with the Parkland community and the media, and assists in returning the campus to normal functioning as soon as possible. Importantly, the team makes arrangements for needed services to be provided to those affected by a crisis. The Crisis Management Team membership and responsibilities are described in the *Policies and Procedures Manual* **↻ Policy 1.06.05**.

In an attempt to learn from the tragic campus shootings at Virginia Tech and Northern Illinois Universities, a Behavioral Intervention Team (BIT), an offshoot of the Crisis Management Team, began meeting in 2008. Members were selected because of their frequent contact with students, including at-risk populations, and their expertise. The BIT includes representatives from Public Safety, Counseling, Disability Services, Athletics, Adult Education (GED), Human Resources, the Center for Academic Success, and also the dean of students. The group is chaired by the vice president for student services. Before Behavioral Intervention/Threat Assessment Teams were mandated by the state of Illinois, Parkland’s BIT already was meeting regularly, keeping minutes, and implementing interventions for students and employees considered to be at-risk to themselves or others. The BIT also developed a number of online resources accessible to students and employees, including a description of the team and its purpose, responses to frequently asked questions, a guide to talking with troubled students, and a “**↻ Person of Concern**” form that can be completed and sent, anonymously if desired, to the BIT.

In addition to the Campus Management Team, the campus itself is equipped with internal and external emergency call boxes and all campus offices have computers with 911 emergency buttons installed on them. In computer labs and classrooms, each instructor’s or lab monitor’s computer has a 911 emergency button installed. Clicking this button sends an immediate message to the Department of Public Safety’s offices.

Criterion One

The **☞ Department of Public Safety**'s mission reads, "The Parkland College Police will, with all due diligence, preserve the safety of all patrons of the college." The department is responsible for the safety of all patrons to the college. To accomplish this task, the department is staffed 24 hours a day, 7 days a week. Public Safety Department officers are all State of Illinois certified police officers in addition to being trained as EMT's. With these services available to the college, the officers are able to provide and handle numerous situations that arise in the college.

To fulfill this mission, the department is a highly visible and interactive unit at the college. For example, in 2011–2012, the department received **☞ 37,114 individual calls for service**. See *Table 5*.

Table 5. Types and numbers of Department of Public Safety's calls for service, 2011–2012.

Type of Call for Service	Number of Calls
Officer Foot Patrol (undirected)	5,089
Doors found left open (undirected)	2,656
Special Patrol (T-building, P-building, Collision Repair Center)	6,700
Door Locks (requested)	3,536
Door Unlocks (requested)	4,913
Vehicle-related (unlocks, stalls, crashes, escorts to people's cars)	9,571
All other calls (investigations, assists, reports)	4,649

However, the police officers value that people on campus see them as more than just enforcers of laws and rules; in fact, Parkland's Department of Public Safety recognizes that as a learning college, public safety employees are visible educators, promoting choices and examples that lead to better decision making for students, faculty, and staff. Thus, in its efforts to better serve Parkland College's mission to engage the community in learning, the Department of Public Safety engages students in open dialogue, in-class presentations, and through one-on-one contact. The Department of Public Safety holds to stated rules of conduct and confidentiality and maintains the strictest standards of integrity. In keeping to the philosophy of community policing as its model, the department mindfully embraces its role as members of the campus community even as it serves the public.

Criterion One

Community Relations Integrity

Through its personal, professional, and media interactions with the 505 District, Parkland College strives for honesty, transparency, and accuracy.

Integrity of Publications and Website

Parkland College's publications and website provide information about college courses, programs, and services, information the college strives to make both accessible and clear to its constituencies.

The Marketing and Public Relations department facilitates all major print publications including the course catalog, six academic and noncredit schedules, departmental brochures, program informational flyers, and other support items. To ensure integrity with course publications, each program area involved provides content and assigns at least one person to review drafts and sign off on their sections before the pieces are printed. Additionally, a Marketing and Public Relations department representative proofreads content. Advertisements take a similar path as print, broadcast, outdoor and online ads, with major stakeholders signing off before the ads are released to the public. The director of Marketing and Public Relations takes ultimate responsibility for the content in general recruitment advertising.

A web governance team continues to evolve, ensuring that the content of the website engages the community in learning and that employee and student online portals facilitate internal communication.

WHAT THE COLLEGE FOUND:

As demands for internal and external communications increase, the college is discovering the need for improved communication and improved coordination of services that create the content of its public website and its employee and student portals. In the past two years, the college has made progress in creating a structure to accommodate the needs of its internal and external audiences.

A team of 15 representatives of campus stakeholder departments met three times in 2010 and 2011 to discuss web governance. Those participating found the size and scope of the group great for providing many perspectives but difficult for resolving any one issue. The group is currently transitioning to a five-member team representing major management areas of the college, making decisions based on the recommendations of several focused subcommittees. One subcommittee will focus on the website, ensuring effective and appropriate navigation, content, and promotion; a second subcommittee will explore the employee and student portals to maximize the effectiveness of campus communications. In the future, a third additional subcommittee may focus attention on social media usage. These committees will meet at least bimonthly.

Criterion One

Strengths and Challenges

The self-study identified the following strengths and challenges:

Strengths:

- The mission of the college is both understood and lived out across the campus.
- The college has a diverse student body, and it offers and supports multiple initiatives and programs to improve the experience of the diverse student body it serves.
- The Parkland College Association (the all-college senate) incorporates student members as well as faculty, staff, and administration in the decision-making process of the college. This process is transparent and democratic.
- Parkland continues to make progress at diversifying the full-time faculty and has established a process to improve its ability to fulfill this commitment.
- Parkland College is committed to providing strong academic, occupational, developmental, adult education, community education, continuing education, and business and industrial programs. The college demonstrates thoughtfulness, responsiveness, flexibility in curricula, and various modes of instruction in fulfilling its mission.
- Collaborative governance is a strong part of the college's heritage and culture and continues to be a strength as Parkland looks forward.
- Parkland College has a demonstrated commitment to making its educational programs affordable with reasonable tuition rates, fee rates, and efficient financial-aid services.
- The college is financially stable with equitable fund balances, is organizationally sound, and is well-equipped with the latest in technology to include a long-term technology plan and state-of-the-art facilities.
- The faculty and staff are supportive of the college's philosophy of being a student-oriented, learning-centered institution of higher education. Furthermore, the faculty and staff are appropriately credentialed with low turn-over rates prior to retirements. This provides for a stable environment.
- The board of trustees are very effective in serving the life of the institution and are visionaries, strategic planners, excellent stewards of public funds, and well-respected by the faculty, staff, and public.
- As reflective in the Faculty/Staff Climate Survey, the faculty and staff and the administration have an excellent working relationship with mutual respect. This is strength of the college's environment as the college works cohesively toward fulfilling its mission.

Criterion One

Challenges:

- Parkland will continue to prioritize diversifying its part-time faculty as well as its staff. While changes to the hiring process have yielded a more diverse applicant pool, these changes have not substantially altered the make-up of full-time faculty at the college. Utilizing the full-time faculty process as a model for future staff and part-time faculty development, Parkland will continue to explore ways to improve in this important goal.
- Parkland offers ample opportunity for leadership development through engagements such as sessions in the Center for Excellence in Teaching and Learning and the annual Leadership Conference. The college needs to find ways to create and emphasize a 'culture of contribution' in which leadership skills learned annually at the Leadership Conference permeate the institution and promote shared responsibility as well as shared governance.
- Parkland College will need to expand, evaluate, and improve program offerings to reflect community needs within a global economy or society.
- Parkland College must continue to consistently review and refine college policies and procedures to ensure that policies and procedures reflect needed changes accurately.
- Parkland College needs to continue to review its mission, vision, and purpose statements along with other supporting documents to ensure they are maintained and current.

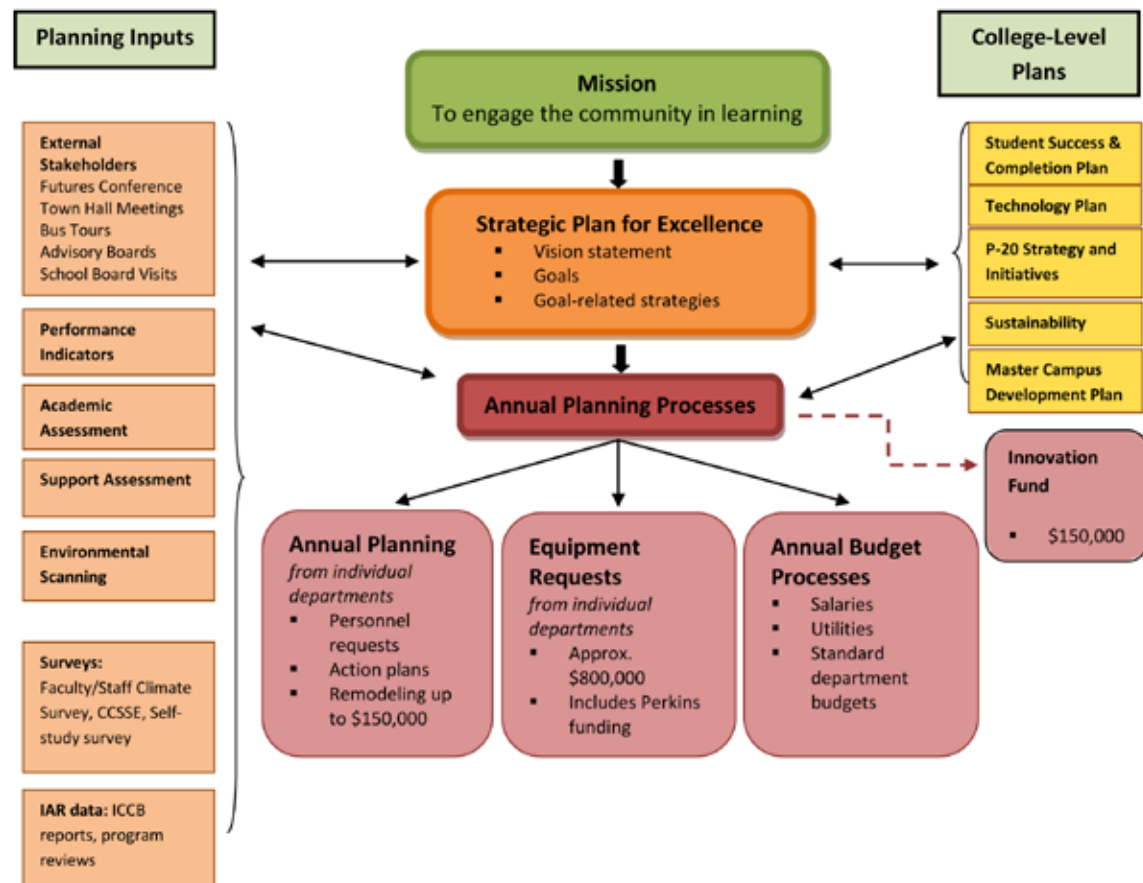
Criterion Two

Criterion 2: Preparing for the Future

Parkland College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Parkland College's comprehensive college-wide planning process involves the following: connectivity between four resource-pillars of planning (financial, human, physical, and technological); inputs from diverse external stakeholders; the systematic collection and use of data from internal constituents; and open participation from across the campus with multiple opportunities for input. *See Figure 1.*

Figure 1: Parkland College's comprehensive college-wide planning processes.



Criterion Two

Core Component 2a

Parkland College realistically prepares for a future shaped by multiple societal and economic trends. Parkland College's planning documents reveal a planning process consistently focused on fulfilling the college's mission to engage the community in learning.

Strategic Planning

Parkland College plans for both its present and future needs through a variety of measures. Its **↔ Strategic Plan for Excellence** is a five-year plan that charts the direction of the college, and it is revised every two years. In recent years, external inputs for strategic planning have included town hall meetings and bus tours, school board meetings, and advisory boards.

Town Hall Meetings and Bus Tours

In spring 2008, executive leadership embarked on a 22-stop Town Hall Tour throughout District 505. As part of the shared governance process, *Parkland's 2010 – 2015 Strategic Plan* (as with all strategic plans) was brought before several internal groups for review, editing, and endorsement; yet it was feedback gathered from the town hall meetings, and from 'futures' conferences Parkland used in the years preceding town hall meetings, that gave the college direction. *For more information on these town hall meetings, see the Parkland College Town Hall Meeting booklet in Resource Room.*

To gain a slightly different perspective, the dean of career programs organized "bus tours" in spring 2009 to gather information from businesses and public entities in District 505. These tours, conducted with the assistance of an external consultant, sought information regarding changing workforce demographics, sustainability-related needs in energy efficiency and conservation, and commercialization of bio- and nano-technologies. Deemed a success, this "bus tour" model was used in spring 2010 to craft a focused strategic plan for **↔ Business and Agri-Industries** and in spring 2011 to provide data for a new **↔ Health Professions** strategic plan. These town hall meetings and bus tours are going to continue every year or every other year as an ongoing way to seek community feedback.

WHAT THE COLLEGE OBSERVED:

Based on feedback from both town hall meetings and bus tours, community constituents wanted the following:

- increased dual credit courses
- improved signage on the campus
- improved partnerships with district industries and work ethics training
- increased connections with district high schools
- increased opportunities for training partnerships in renewable energies and building efficiency

Criterion Two

HOW THE COLLEGE RESPONDED:

Based on community requests and feedback from the town hall meetings and bus tours, the college responded in the following ways:

- increased the number of sections of dual credit courses. *For more on dual credit courses, see Criterion 5c.*
- improved signage on campus. To address the signage issue, the college allocated \$500,000 from the FY 2012 operations budget to improve informational signage and directional signage for both the interior and exterior of the college, including walkways and parking areas. In September 2011, the board of trustees approved a bid for interior work of \$166,870. The next month, it approved a \$329,741 bid for the exterior signage. The project is scheduled to be completed by June 2012.
- integrated a **↻ Work Ethics curriculum** (from the Georgia Department of Technical and Adult Education) into courses including CIS 170 (Office Professional Topics), AFD 210 (Automotive Work Experience Seminar), and CAD 121 (Materials for Industry). To date, more than 15 courses have utilized elements of the Work Ethics Curriculum. Furthermore, during an all-faculty discussion of the General Education objectives in January 2012, discussion about the manner in which ethics are taught and assessed became a focused subject for dialogue. *For more on Work Ethics curriculum, see sample assignments and rubrics in the Resource Room.*
- sought and administered workforce development grants such as the DCEO State Energy Sector Partnership Grant ('green' job training grant), and the Community-Based Job Training Grant (CBJT). *For more on workforce development grants, see Criterion 5b.*
- increased collaboration with local high schools through the work of Parkland's high school assessment advisor (who takes Parkland's placement instrument to juniors).
- researched and determined that there was no need to create an AAS degree in bio- and nanotechnology fields, because District 505 would only support those with graduate degrees in these fields.

School Board Meetings

In addition to town hall meetings and bus tours, President Ramage and the board of trustees visited each school board in District 505 during regularly scheduled school board meetings, starting in spring 2011. Generally, these visits are scheduled over a two-year period, and the process repeats itself every five years. Each visit consisted of a short presentation by Dr. Ramage. The presentation included specific questions about planning, which served as discussion points at the meetings and were available as an **↻ online survey**.

Questions asked on the survey included the following:

- What do you think are Parkland College's greatest strengths in serving your community?
- Given your experiences with Parkland College, have there been any shortcomings in the way Parkland College has served your district's students and your community? If so, please explain.
- What will be the most pressing needs in your school district and community in the next 2–5 years?

Criterion Two

- In general, do you have a favorable opinion or negative opinion of Parkland College? Why?
- What else would you like the college to know?

WHAT THE COLLEGE OBSERVED:

School board meetings revealed these community requests:

- stronger work ethic curriculum as well as the practice of ethics at work
- increased dual credit opportunities
- improved strategies for working with first-year students

HOW THE COLLEGE RESPONDED:

As a **CS result of feedback from these school board meetings**, Parkland has done the following:

- increased its commitment to dual credit programming
- increased attention to the **CS Parkland Pathway to Illinois program**, a dual admissions partnership with the University of Illinois
- prioritized student first-year success by launching a First Year Experience program
For more on the First Year Experience program, see Criteria 2d and 3c.

Advisory Boards

Each of Parkland's 39 Career and Technical Education (CTE) programs works in concert with an advisory board. These advisory boards are formally organized committees of citizens selected from the community to provide expert advice to the college's CTE programs. Advisory boards provide career and technical programs with the following:

- needs assessment
- facilities upgrading recommendations
- recruitment
- academic program review and curriculum planning
- leadership ideas and guidance
- public relations
- cooperative education and internships

WHAT THE COLLEGE OBSERVED:

Advisory board meetings revealed these community requests:

- Business partners on the advisory board for the Industrial Technology program requested that Parkland offer a class that specifically prepared students to take and test for the welding certification practical examination. A class at Parkland would be significantly more cost-effective than available private certification services. Frequent inquiries from the Illinois Brotherhood of Electrical Workers (IBEW) and prospective students confirmed the significance of the request.

Criterion Two

HOW THE COLLEGE RESPONDED:

The Industrial Technology program in fall 2011 brought a new course to the Curriculum Committee: WLD 216: Welding Certification I. This course became a required course for students pursuing either the Industrial Operations certificate (welding concentration) or the Industrial Technology (AAS) degree (welding concentration).

Input from Internal Constituents

Internal constituency information for college planning processes comes from various sources, including academic assessment, support assessment, environmental scanning, and surveys. Like external constituency input, data collected internally are vital to college planning and mandated reporting processes.

Academic Assessment

Faculty in every academic department conduct academic assessment to measure student learning in courses and programs as well as to inform for curricular improvements. Assessing student learning and program outcomes is central to the college's mission and has been an ongoing part of Parkland's culture since the last site visit. The primary changes since 2002 concern the increased depth of assessment and the demands, reflective of the 'assessment movement' in general, to recognize the spiral nature of the assessment process. Such recognition requires completing the feedback loop, entering plans in the Annual Planning database, and using the results for future planning. *For more on key academic assessment findings, see Criterion 2a.*

Support Assessment

All college units complete an annual support assessment. The data collected allow for departmental analyses of programs and services; action plans for improvement; and requests for personnel, equipment, and funding. Action plans that emerge from support assessment enter the all-college Annual Planning database.

Environmental Scanning

Parkland's Office of Institutional Accountability and Research (IAR) conducts annual environmental scanning of the college. A [summary of findings](#) is available on the [Institutional Accountability and Research website](#).

WHAT THE COLLEGE OBSERVED:

In fall 2009, the college looked hard at the diversity data gleaned through environmental scanning. In the years between 1998 and 2009, the diversity of the student body had increased to 27 percent (not including the additional 4 percent nonresident alien students), but the percentage of full-time minority faculty had stagnated at about 13 percent.

HOW THE COLLEGE RESPONDED:

This finding precipitated a set of actions that included the following:

- The board of trustees voted to increase the number of full-time faculty by five with the specification that

Criterion Two

three of the positions must be sought under the Diversity Intern Program (now called the Faculty Fellowship Program). The Faculty Fellowship Program is intended for recent master's degree graduates with outstanding interest and potential for teaching in a community college. The program also is intended for applicants with little or no teaching experience.

- The college renamed the “Diversity Intern Program” the “Faculty Fellowship Program,” which now gave tenure-track status to successful candidates immediately upon hire. In the previous Diversity Intern Program, these positions were not tenure-track. Rather, a Diversity Intern could later apply for a tenure-track position if one was available.
- The college created the Diversifying Faculty Task Force (DFTF). This task force's actions included writing a clear statement of the college's definition of diversity and making recommendations for changes in the search process for new full-time faculty positions.
- The college committed to improving the Faculty Mentoring Program to help with the successful retention of minority faculty.
- As a result of this set of actions, the FY 2010 search process for six full-time faculty positions resulted in the hiring of three faculty members from underrepresented groups.

➡ **For more information, review Dr. Kris Young' ACCT Toronto Diversity Presentation.**

Surveys

Parkland College uses four institution-wide surveys to collect essential data: 1) Faculty/Staff Climate Survey, 2) Community College Survey of Student Engagement (CCSSE), 3) Self-Study Survey, and 4) Portal-Use Survey. Participation in the nationally administered CCSSE yields useful information about key aspects of student engagement at Parkland, data that help the college plan for improvements in the learning environment.

National and State-Mandated Reports and ICCB-Required Program Reviews

The college submits 62 national- and state-mandated reports each year. Data from these reports are used in a variety of ways. In FY 2011 and 2012, data from these reports as well as the data from Parkland's participation in the Voluntary Framework of Accountability (VFA) have been used as the basis for in-depth discussions among the leaders in academic and student services as the college looks into reformulating its student retention strategies.

College Operational and Annual Planning

Shared governance is a distinctive feature of Parkland College. The vice president for academic services conducts regular sessions on annual planning in the Center for Excellence in Teaching and Learning as well as for the participants in the ➡ **annual Leadership Retreat**. These presentations and subsequent discussions are designed to communicate the relationship of planning as it drives the budgeting process. Faculty and staff participate in planning at the department level, entering action plans as well as staffing, equipment, software, and remodeling requests into the Annual Planning database, which is available to all departments and units of the college.

Criterion Two

Operational and Annual Planning

Over the past decade, the tools for college-wide participation in operational planning have evolved from a word-processed document approach to an internally developed Annual Planning database. The database allows action plans to be linked to college performance indicators, assessment data, and departmental strategic plans. Progress updates on the action plans take place in January and May. Executive leadership extracts requests from the database to make decisions that align with the college's strategic plan and performance indicators.

↔ **Learn more about the last cycle of annual planning.**

↔ **Learn more about the evolution of Parkland's operational planning.**

Budget Planning Processes

Parkland's budget planning processes are transparent and highly inclusive, accepting and utilizing input from students, faculty, and staff:

- The vice president for administrative services/CFO and the vice president for student services meet annually with Parkland's Student Government to review the planned budget, discuss any planned tuition increases, and obtain input from these elected representatives of the student body.
- The budget workshop conducted annually with the board of trustees is a public informational meeting.
- Each unit and department on campus is invited to make personnel and equipment requests in the open-to-all Annual Planning database as part of the budgeting process.
- Inputs are made into the Annual Planning database relating to staffing, equipment, software, and remodeling requests.

College Planning Committee

The PCA College Planning Committee (CPC) is charged with guiding the operational/annual planning process under the leadership of the vice president for academic services. The following is a brief discussion of one way the process evolved in response to campus input and questions:

WHAT THE COLLEGE OBSERVED:

2005–2006: The CPC was responsible for allocating money for action plans (usually comprising pieces of equipment and remodeling requests) in excess of \$15,000. Questions and concerns arose, however, as to the clarity of criteria used for allocating funding. Executive leadership therefore began examining different ways to establish clear and fair criteria for funding.

HOW THE COLLEGE RESPONDED:

2006–2007: The college reworked an internal grant funding program with an annual budget of \$150,000. These funds were designated for unbudgeted yet timely projects proposed by individual departments.

2007–2008: The grant program was further refined through a process to determine college priorities, those elements of the strategic plan that were especially urgent and required focused attention and funding.

Criterion Two

2008–2009: College leaders invited departments to present innovative projects that would help address college priorities but that could not be supported from within individual departmental budgets.

2009: The CPC determined that there was still considerable confusion regarding college and funding priorities. Many in the campus community did not understand how the priorities fit into the strategic plan; these priorities were often confused with performance indicators.

2009–2010: The CPC created and rolled out a new version of the internal grant funding program called the Innovation Fund (IF).

2010–Present: In the spring semester of each academic year, faculty, staff, and administrators are invited to submit IF proposals for activities that are aligned with the college mission and purposes. This Innovation Fund of \$150,000 is available in the following fiscal year to fund selected projects. These are untested and innovative pilot projects that would not be necessarily budgeted for in the regular departmental budgets.

➡ **Review the 2011–2012 Innovation Fund recipients.**

Staffing Planning

The staffing plan for full-time faculty exists in the 2012 Staffing Plan. In fall 2010, the number of operationally funded full-time tenure track teaching faculty rose from 167 to 173. This increase resulted in part from the college's increasing gap between the stated 60/40 FT/PT ECH performance indicator and hiring realities at the time. Without an increase in full-time faculty, predicted trends pointed to an ever-increasing gap.

Equipment Planning

The equipment request cycle operates as described in Parkland's ➡ **2010 Planning Handbook**; the vice president for academic services oversees the process. Parkland's vice presidents, in consultation with the chief financial officer, determine in late spring semester the operational budget available to fulfill equipment requests.

Technology Planning

The college collects technology needs and requests through the Annual Planning process but also throughout the year on an as-needed basis. Because of the incredibly fast-paced nature of changes in technology (and the requisite bandwidth and server needs which accompany such rapid changes), the college found a need to improve on its proactive technology planning after years of working in a reactive mode.

WHAT THE COLLEGE OBSERVED:

While there are units (Marketing and Public Relations, Distance and Virtual Learning, and Campus Technologies) at the college that provide sound leadership in the technological aspects of teaching and learning, student services, information management, and financial and budgetary management, there was no overall blueprint to guide the work of each unit and to prepare the college for anticipated technological changes in a fully integrated manner.

Criterion Two

HOW THE COLLEGE RESPONDED:

Campus Technologies, Distance and Virtual Learning, and Marketing and Public Relations, as well as academic and student services units, collaborated on a new, updated technology master plan beginning in AY 2010–11. For more information on this task force, see the [↔ Technology Master Plan Task Force Update](#). The task force is also in the process of creating guiding principles, setting priorities, and maintaining solid communication with the college at large through the use of the portal. The Technology Master Plan Task Force presented important planning information and solicited feedback during a February 2012 Parkland College Association meeting.

Core Component 2b

Parkland College's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Financial Resources

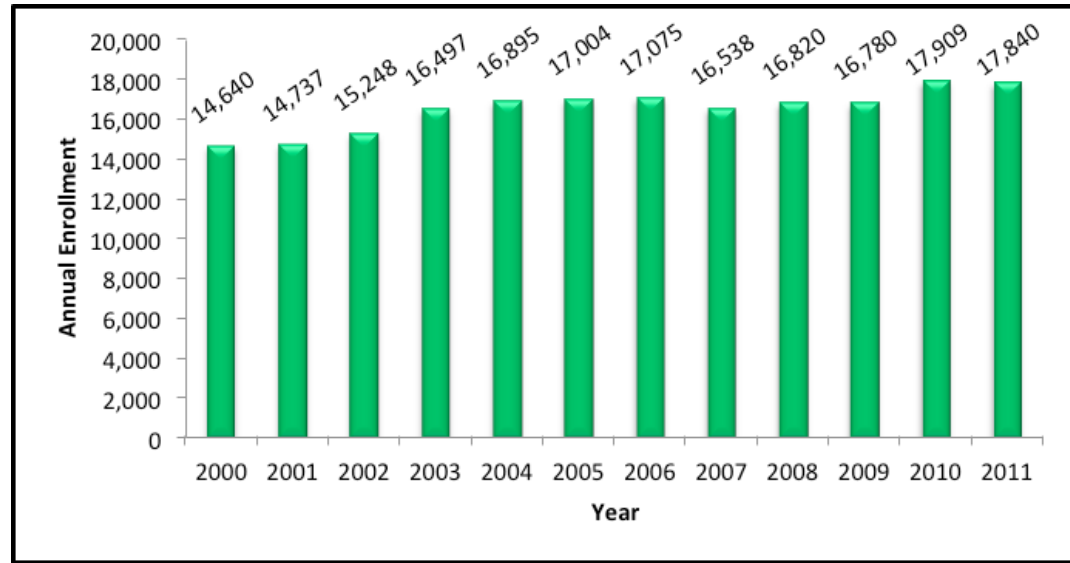
Community colleges, including Parkland College, have not been immune from the wide ranging effects of the recession facing this country. However, Parkland College's longstanding philosophy of financial conservatism has allowed it to grow in these challenging times to better strengthen the quality of education for its students. This self-study examines such growth here in three important areas: in student enrollment, in facilities improvement and expansion through the Master Campus Development Plan, and in bond issuances and growth in the fund balance.

Increase in Student Enrollment

As exemplified by the 10th Day (census day) Headcount and FTE as well as the Final Headcount and FTE between 2000 and 2011, the college's enrollments have exhibited a slow but consistent uptrend. Final Headcount increased by nearly 12 percent, while Final FTE increased by 22 percent over this 10-year time period. Final Headcount averaged 25,920 per year, while Final FTE averaged 13,882 over the same time period. The annual enrollment numbers of credit students taken from A1 data sets in Figure 2 capture this uptrend that Parkland has seen in its total student enrollment numbers. *See Figure 2. See Figure 3 for FTE records from 1992 to 2011.*

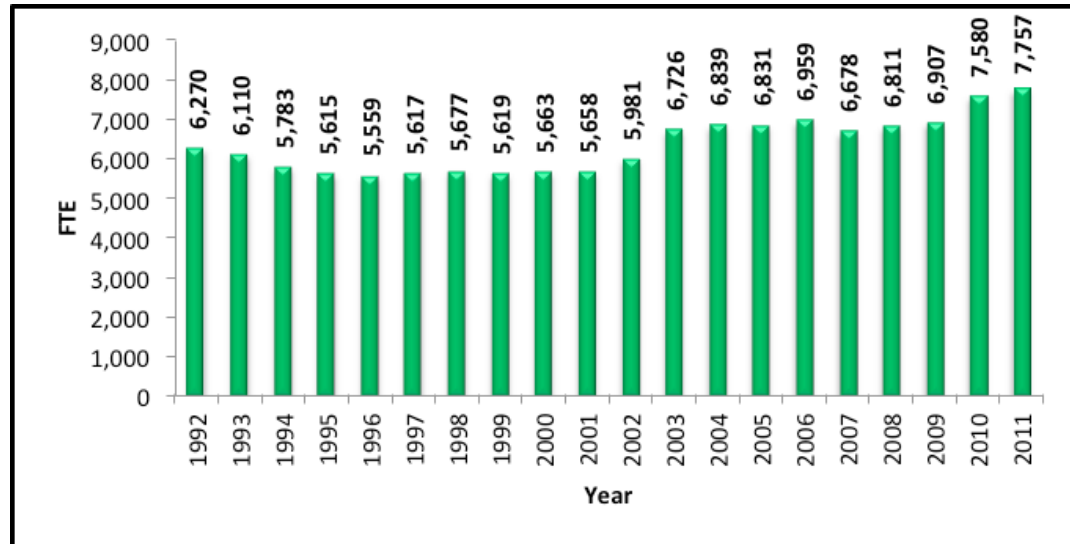
Criterion Two

Figure 2. Annual enrollment trends from 2000 to 2011.



Source: Figure based on A1 (Annual Enrollment and Retention) midterm data submitted to the Illinois Community College Board

Figure 3. FTE from 1992 to 2011.



Criterion Two

The 2011–2012 year saw a dip in enrollment, a trend consistent with national data; the recession forced dislocated workers into other options and the cost of tuition, even the relatively reasonable cost of a community college, is prohibitive for the unemployed and those without benefits. One of Parkland’s enrollment goals has been to enroll at least one-third of the graduating seniors from District 505 high schools. The college has consistently achieved that goal. When restricting the measure to the number of graduating high school seniors who indicate that they intend to enroll in college somewhere immediately after graduation, Parkland research indicates that it has enrolled over 46 percent of those students. These trends indicate a high level of satisfaction in the community with the teaching and learning that occur at Parkland College.

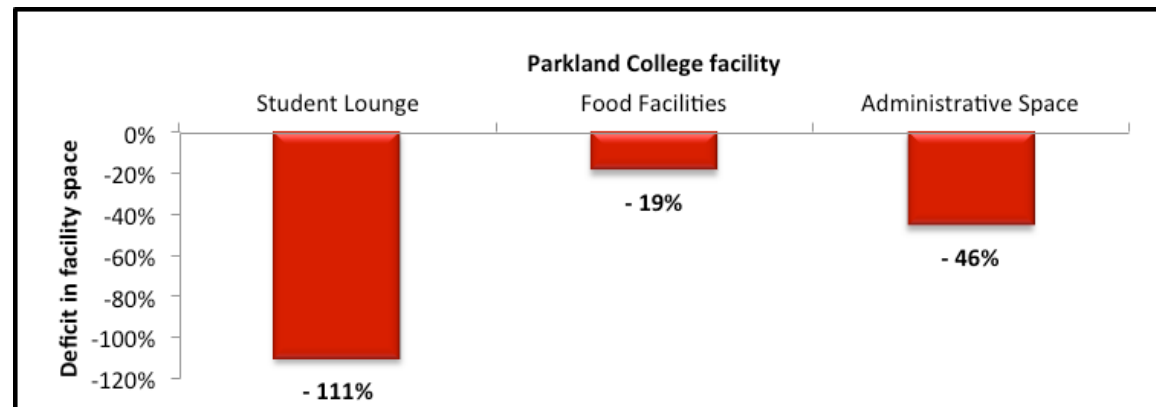
Facilities Improvement and Expansion through a Master Campus Development Plan and Bond Issuances

The college’s shortage of physical space for student activities, classrooms, and offices is well documented. Increases in enrollment only exacerbated the facilities-space shortages.

WHAT THE COLLEGE OBSERVED:

In 1996, Parkland College contracted with the National Center for Higher Education Management Systems (NCHEMS) and Paulien & Associates to assess the space needs of the college and to develop the Master Campus Development Plan. This plan identified the overall deficit of over 127,000 square feet of assignable area and an additional 37,000 square feet in programming space. *See Figure 4.*

Figure 4. Overview of campus space deficits based on Master Campus Development Plan.



HOW THE COLLEGE RESPONDED:

- In FY 2008 the college contracted with BLDD Architects to review space needs and update the facilities Master Campus Development Plan. The BLDD review reported that Parkland had approximately 47 square feet per student when comparing head count to gross square footage, an amount below the state average and well below the 73-square-foot average per student at many urban schools.

Criterion Two

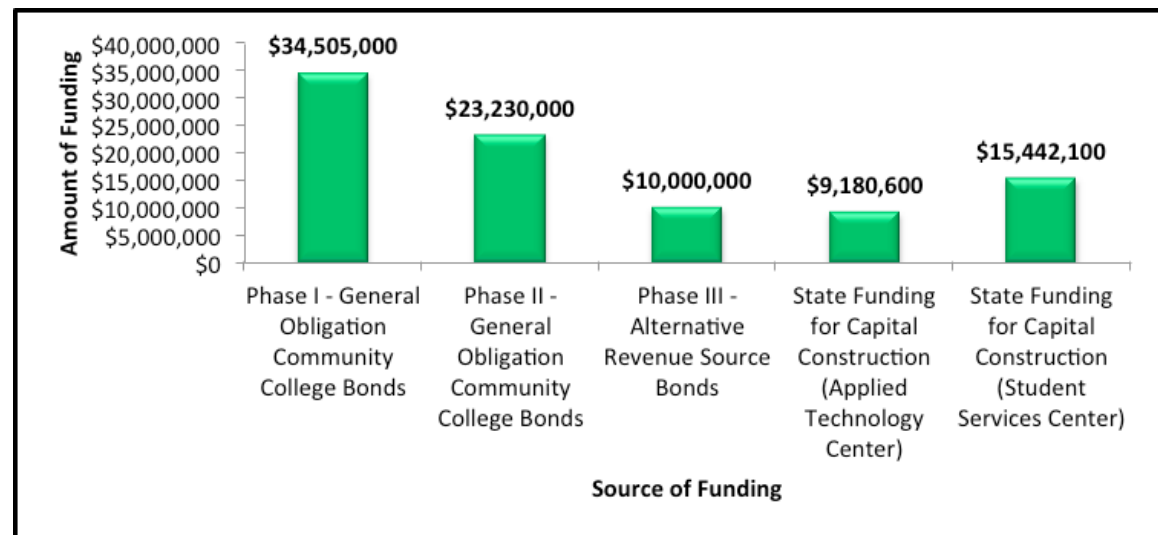
- In FY 2009 the college took its first steps to fund the plan locally. These steps included a funding plan that consisted of three phases of bond issuance:

Phase I: In March 2009 the college issued \$34,505,000 in general obligation community college bonds (Series 2009) to fund Phase I of the Master Campus Development Plan. These bonds will be paid through a local property tax levy. More details of the bond issuance can be found in the [FY 2009 Audit, Notes 9–10](#).

Phase II: In November 2009 the college issued \$23,230,000 in debt certificates. These debt certificates were refunded with the issuance of general obligation community college bonds (Series 2010A) the same fiscal year. These bonds will be paid through a local property tax levy.

Phase III: The college also issued \$10 million in alternative revenue source bonds (Series 2010B) in FY 2010. The alternative revenue source bonds will be paid from proceeds of a student facility fee of \$5/credit hour. These two bond issuances were designated to fund Phases II and III of the Master Campus Development Plan. More details of the two FY 2010 bond issuances can be found in the [FY 2010 Audit, Note 7](#).
- In FY 2011 the college received confirmation of state funding for two new capital construction projects—the Applied Technology Center and the Student Services Center. The funding came through P.A. 96-0035 FY 2010 State Capital Appropriation. This funding includes \$9,180,600 for the Phase I Applied Technology Center and \$15,442,100 for the Phase II Student Services Center.
- The three local bond issuances, together with public appropriations from the State of Illinois, are sufficient to fully fund the \$92,357,700 three-phase facility Master Campus Development Plan. *See Figure 5.*

Figure 5. Sources of funding for Parkland College three-phase facility Master Campus Development Plan.



Criterion Two

Prior to these issuances, the college had no bonded debt. Parkland's strong financial position is represented in the high bond ratings from both Moody's and S&P prior to each bond issuance. These ratings had a positive effect on the interest rate paid by the college and its ability to market the bonds quickly.

For more on ratings awarded to Parkland, consult these documents:

➦ [Moody's Investors Service bond rating for 2009](#)

➦ [Moody's Investors Service bond rating for 2010](#)

➦ [Standard and Poor's rating for 2009](#)

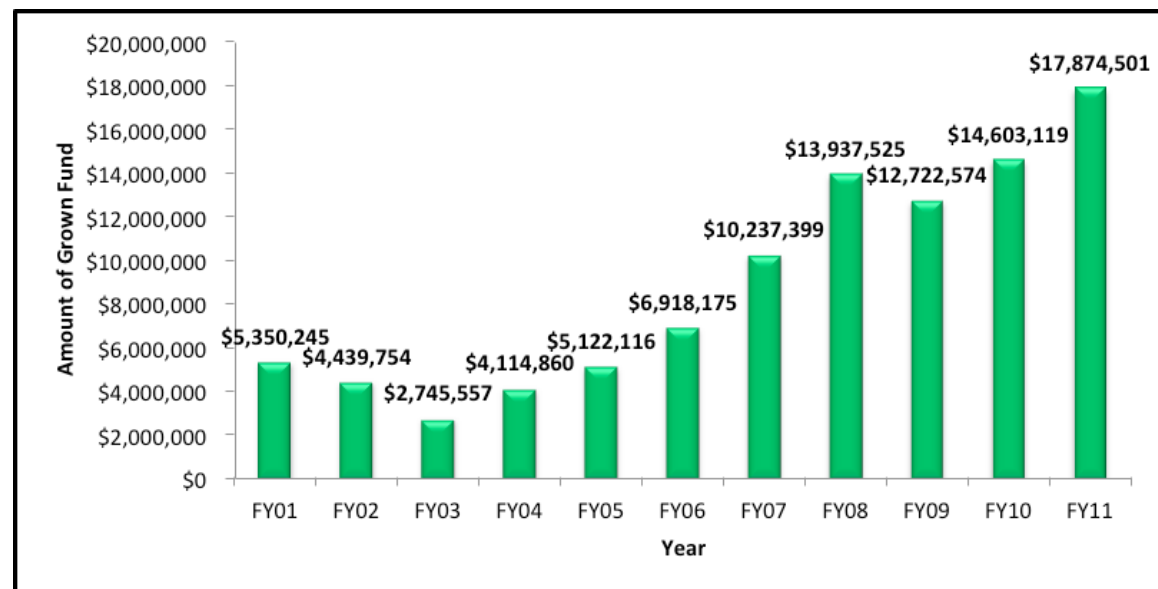
➦ [Standard and Poor's rating for 2010](#)

Demonstrated wisdom in the stewardship of the college's financial resources over the past decade has clearly laid the foundation for the college to maintain and strengthen the quality of its educational programs through the expansion of its physical facilities.

Growth in Fund Balance

Parkland College has an internal performance indicator that calls for the fund balance in its operating funds (funds 01 and 02) to be at a minimum of 20 percent of its annual operating expenses. This indicator percentage fell to 7.11 percent at the end of FY 2003 due to a planned savings expenditure to complete the campus's D-Wing. Since then, the college has made it a priority to increase the fund balance to the performance indicator minimum. The college has accomplished this goal; at the end of FY 2011, its fund balance was a healthy 31.55 percent. See Figure 6.

Figure 6. Growth in fund balances from FY 2001 to FY 2011.

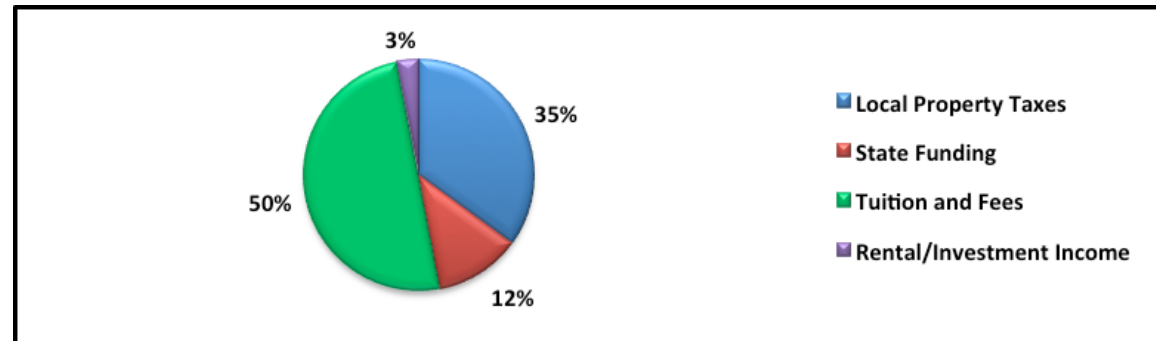


Criterion Two

Financial Revenues

Parkland College derives its operating revenues from three primary sources: local property taxes (35 percent of FY 2012 budget), state funding through the Illinois Community College Board (ICCB) (12 percent), and student tuition and fees (50 percent). It also receives miscellaneous income such as rental and investment income (3 percent). See Figure 7.

Figure 7. Sources of Parkland College operating revenues.



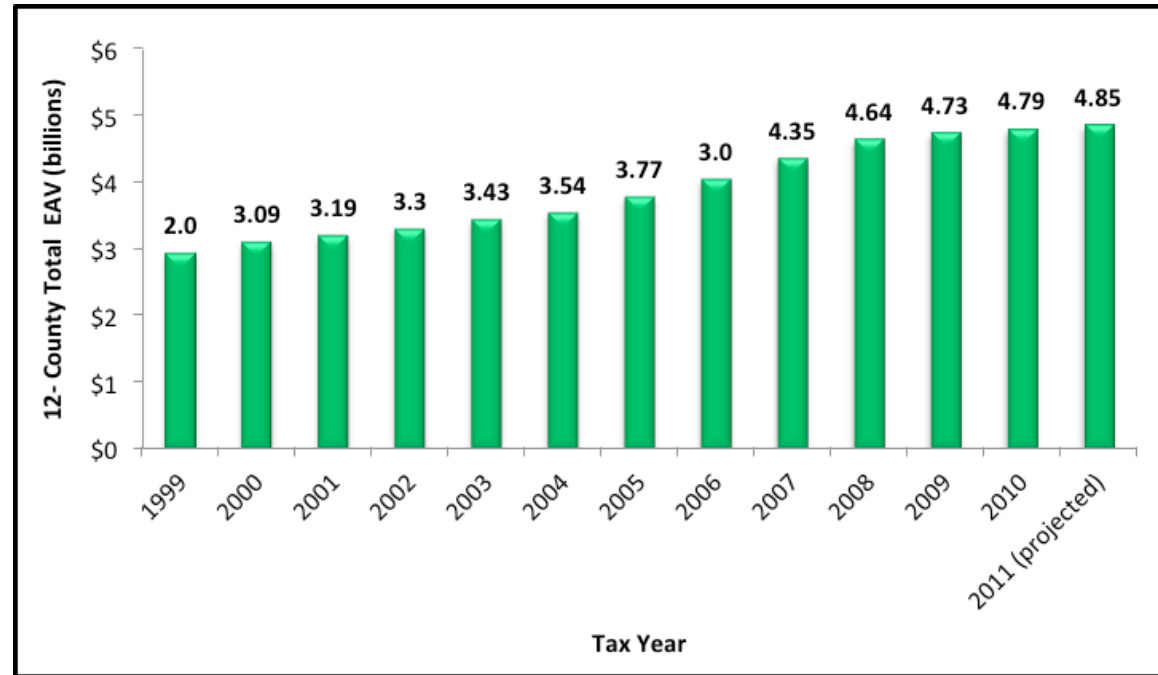
The state-proposed funding ratio intended that each major primary funding source would cover 33 percent of the operating budget. However, the state's contribution as a percentage of operating expenditures has steadily decreased from 21 percent to 12 percent over the last decade. The shortfall has been made up through increases in tuition and fees.

Local Property Taxes

The college assesses property tax on real property in its district across portions of 12 counties. The 2010 equalized assessed valuation (EAV) of the district was \$4,797,695,000. The district's EAV is healthy and has been growing over the last decade. During the 8-year period TY 2000 through TY 2008, EAV increased at an annual rate of over 5 percent. The EAV increased at a rate of nearly 7 percent between TY 2005–TY 2008. However, between TY 2009 and TY 2010, the increase was only 1.4 percent. The increase for TY 2011 may be even smaller. At current EAV and tax rates, each 1 percent of EAV growth equates to about \$175,000 in additional operating revenues. While the decrease in EAV growth is something to monitor, the district is still experiencing overall positive growth. See Figure 8.

Criterion Two

Figure 8. EAV totals for 12 counties in District 505, 1999–2011 (projected).

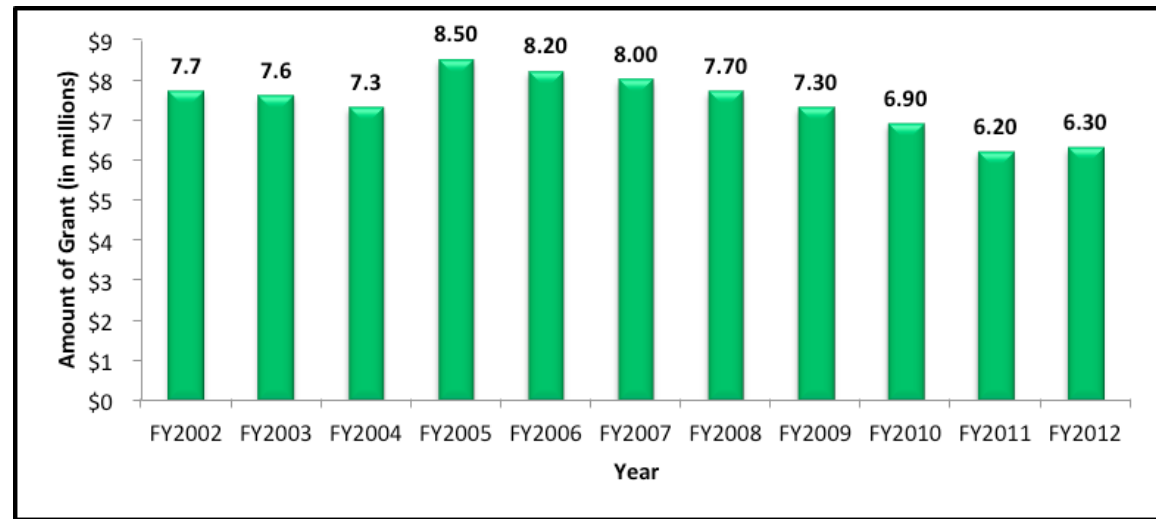


State Government

The FY 2012 board-approved budget anticipates just over \$6,600,000 from state funding through the Illinois Community College Board (ICCB). As noted previously, this would amount to about 12 percent of the operating budget. The percentage of funding from the state has been on the decline during the last decade. This is obviously an area of concern that Parkland monitors closely. However, the college is confident it is well-positioned to receive the maximum possible level of state funding regardless of whether the state utilizes the current enrollment-based funding formula or some potential formula based on performance-based indicators. See Figure 9.

Criterion Two

Figure 9. Total Illinois Community College Board (ICCB) grants from FY 2002 to FY 2012.

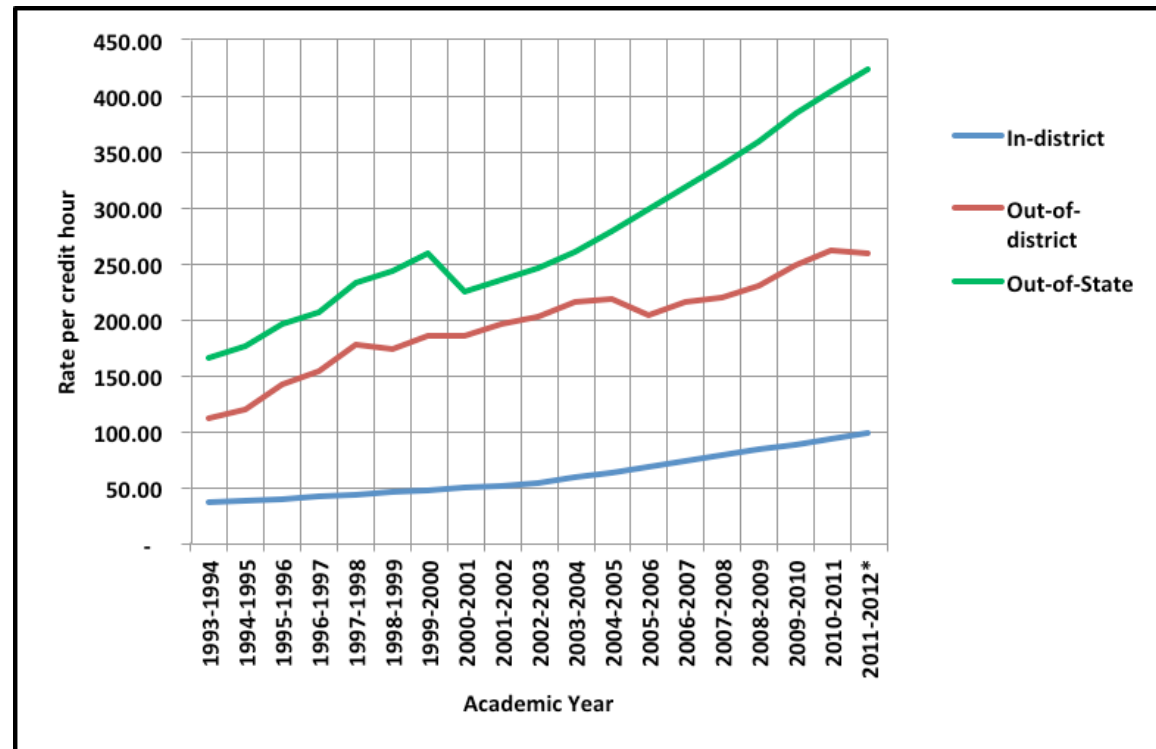


Student Tuition and Fees

The board of trustees has the authority to set tuition and fee rates within state codes and Illinois Community College Board (ICCB) guidelines. In line with its mission, the board of trustees and the college's administrators are keenly aware of the need to make higher education an affordable option for the community. Thus, since 1994, Parkland has adopted a systematic approach to review the annual budgetary needs and increase tuition and fees in fair, smaller, manageable amounts. The college has increased fees at an annual average rate of just below 6 percent. This approach has allowed the college to generate revenues to balance the budget required to provide high-level services despite the inadequate levels of state funding noted. *See Figure 10.*

Criterion Two

Figure 10. Parkland College tuition rates, 1993–2012* (*proposed 2012 rates).



Financial Expenses

The majority of the college's operating budget is attributed to salaries and benefits (78 percent in the FY 2012 budget). The internal performance indicator for budget flexibility states that this should be 79 percent or less of the total budget. Many of the college salaries, annual salary increases, and benefits are tied directly to bargaining unit contracts.

The college is continually looking for ways to control costs that have the least negative impact on students and faculty/staff. The college began implementing the following cost saving measures in 2010:

- adjusting cooling/heating tolerances by 2 degrees
- closing the college completely for eight Fridays and weekends during the summer, eliminating overtime and reducing cooling costs and miscellaneous expenses
- creating “no-mow” areas on campus, reducing labor, maintenance, and fuel costs
- adding two seats to each section not maxed by room/lab size
- allowing the teaching of small sections on a prorated basis only with vice presidential approval
- enforcing a section management standard for canceling low-enrolled sections

Criterion Two

- decreasing expenses related to community events such as the Heart Walk, Autism Walk, Chamber events, and the “buying of tables” to support special events
- reducing administrative travel to essential activities
- conducting a review/reduction of student worker positions college wide

The implementation of the first two items in summer 2010 resulted in savings of \$46,500. While assigning a dollar amount to the total cost savings of some of these items is difficult, Parkland’s demonstrated commitment to building a sustainable future includes cost-saving and environment-friendly measures on both larger and smaller scales.

Budget Process

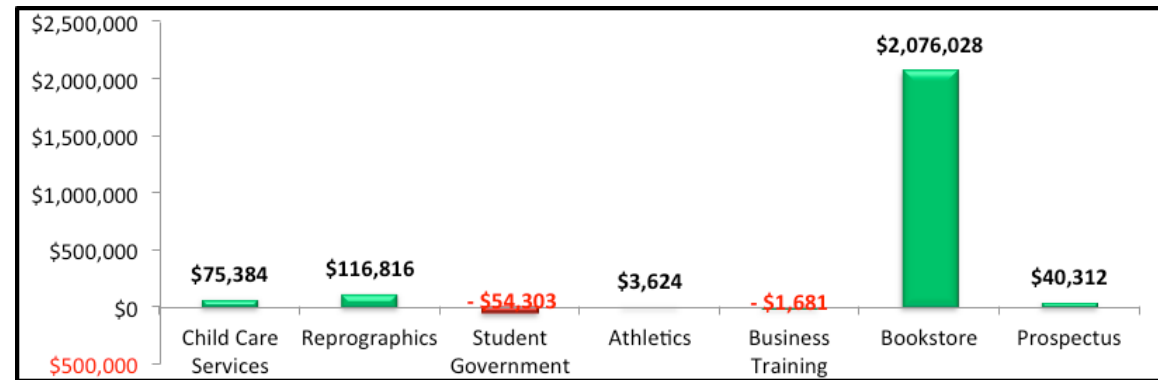
The budget process is a continual one. It starts in earnest every February in advance of the summer term and new fiscal year (July 1). At the February board of trustees meeting, the chief financial officer presents the trustees with an in-depth analysis of the current year’s budget, the college’s financial position, and projections for the upcoming year. During this time, the board often makes a decision on the upcoming year’s tuition and fees. Prior to making a recommendation on any tuition increases, the CFO and the vice president for student services meet with Student Government representatives to explain the recommendation and answer questions. The budgeting process continues through the spring as more facts about state funding and EAV values crystallize. Meanwhile, the Business Office is working with the department chairs and unit directors on their proposed budgets and requests. Additionally, subsidiary annual planning processes for personnel, equipment, and remodeling requests are occurring alongside the selection of projects for Innovation Fund support. Parkland incorporates the results of all these processes into its final proposed budget. A tentative budget is presented to the board of trustees and put on public display in July; the board adopts the final budget in September each year.

Auxiliary Enterprises

Several units in the college are accounted for as auxiliary enterprises, including the Parkland Bookstore, Business Training, and the Child Development Center. Some units, namely, the Child Development Center, Parkland Print Shop, and Athletics, are subsidized by the operating funds through operating transfers. The college bookstore is the largest auxiliary enterprise, generating more than \$4.4 million in annual sales revenues. It pays the college an annual rent of nearly \$700,000. The combined retained earnings of the auxiliary enterprises as of June 30, 2011 were a healthy \$2,256,179. *See Figure 11.*

Criterion Two

Figure 11. Retained earnings from auxiliary enterprises as of June 30, 2011.



Economic Factors Affecting the Future

For fiscal year 2011, the board of trustees authorized a fee increase of \$5–\$20 per credit hour depending on a student's residency status. This equates to a reasonable increase in tuition and fee revenues assuming the residency mix stays constant for the upcoming fiscal year. The college also expects a moderate increase in local property tax revenue due to anticipated EAV growth. The college hopes that ICCB state funding as well as Corporate Personal Property Replacement Tax revenues remain stable.

Parkland College continues to face the financial consequences of inflation. This includes the rising cost of quality personnel and health care costs. The college will continue to be proactive in monitoring these areas which make up the bulk of its operating budget. The college hopes to continue the trend of keeping health care costs under control via a closely monitored self-insured plan. This plan qualifies for discounts from many of its highly used local service providers. Other potential volatile expense areas such as utilities will also be watched closely. Parkland currently realizes savings on gas and electric use through guaranteed contracts with suppliers. The college's administration and its board of trustees continue to monitor other major factors related to its financial state including student enrollment and state funding.

Parkland completed the major administrative computing upgrade, which began in fiscal year 2008. The finance module went live July 1, 2008. The payroll/human resource module went live on January 1, 2009, while the student systems module went live in spring 2010.

The college will continue capital improvements in its grounds and facilities. This includes ongoing annual work to modernize and upgrade parking, washrooms, and the interior/exterior of buildings. Parkland's approved operating budget for fiscal year 2011 is \$55 million. The total college budget is \$121.9 million.

The Parkland Foundation will continue to raise money for the college's needs as described in its mission statement. This will include raising funds for scholarships and future capital projects.

Other than these issues, the college is not aware of any facts, decisions, or conditions that are expected to

Criterion Two

significantly affect the financial position or results of operations during the new fiscal year (excerpted from the [↻ Annual Financial Report for the Years Ended June 30, 2010 and 2009](#)).

Human Resources

Parkland has consistently invested in hiring and developing highly qualified [↻ faculty and staff](#). The college recognizes that its ability to engage the community in learning comes through employees who believe in its mission, embody its core values, focus their work on student learning and success, and feel empowered through a campus culture of support and shared governance. [↻ Further details are available on Parkland College faculty, staff, and administrators, including demographics and other statistics.](#)

Total Number of Employees

In October 2011, Parkland employed a total of 883 people in seven different employment classifications: teaching faculty, academic support, administrative, supervisory, professional/technical, clerical, and custodial/maintenance. *See Table 1.*

Table 1: Total number of employees at Parkland College based on employee classification as of October 2011.

Employee Classification	Number of Employees at Parkland College
Teaching Faculty (PCS 11–18, Excl 13)	554 (175 full-time, 379 part-time)
Academic Support (PCS 41[librarians] or 53 [counselors])	14
Administrative	42
Supervisory	14
Professional/Technical	135
Clerical (PCS 66)	72
Custodial/Maintenance (PCS 65)	52
Total	883

Source: FY 2012 C1 data submission to ICCB; a snapshot of employees as of 10/01/2011.

An ongoing issue of concern is the degree to which those who work at Parkland College reflect those students who attend Parkland College. The commitment to diversifying the full-time faculty pool is demonstrated through multiple channels, including the Faculty Fellows program and the PROF Scholar program. *For more on strategies for diversifying the full-time faculty pool, see Criterion 1b.*

Criterion Two

Strategies to Attract Qualified Applicants

According to policy 4.01.01.01 of *Parkland's Policies and Procedures Manual*, Parkland has maintained a clearly-defined plan for aggressively recruiting qualified applicants for faculty and staff positions through the following:

- making personal invitations from administrators and faculty
- forging relationships with local businesses and industries to attract the best and most qualified instructors to the career programs
- intensifying efforts to promote occupational instruction as a career option for high school and college students, through development of scholarship and other incentive programs for individuals who are entering these fields
- improving a hiring system that facilitates search processes in meeting goals of diversifying faculty. In 2009, Parkland College purchased an online hiring system called NEOGOV and used it for a partial number of faculty and staff searches that year. The college then began using NEOGOV for all of its faculty and staff searches in 2010. NEOGOV brought new efficiencies to the search process by improving organization, recordkeeping, customer service, recruitment, applicant screening, applicant tracking, monitoring the diversity of applicant pools, and measuring the outcomes of advertising and recruitment strategies.

The need still exists to encourage more applications from ethnic and minority groups. As discussed in Criterion 1b, the college has prioritized this and is utilizing multiple strategies to improve success in this area. For more on NEOGOV, read a full report of the [NEOGOV Online Hiring System](#).

For NEOGOV Online Hiring System reports for 2010 and 2011, click specific year.

[2011](#) [2010](#)

Parkland works hard to maintain a diverse faculty and staff, especially compared to the district population and the population of students it serves. It is a college priority and an important feature of Parkland's [performance indicators](#). The college strives to meet the benchmarks set (20 percent of staff and roughly 27 percent of full- and part-time faculty should reflect the minority population of the college) but struggles to do so. As discussed in Criterion 1 and elsewhere, the college continues to monitor its progress and to recruit heavily in order to attract the most qualified pool of applicants with special efforts at recruiting qualified minority candidates. *Figures 12 and 13* indicate the gender and ethnic diversity of the 2011–2012 hiring pool.

[The 2010 numbers regarding diversity in hiring pools may be found here.](#)

Data gathered via NEOGOV from 2010 to 2011, years in which all searches utilized NEOGOV, reveal that while Parkland is using this new technology to track and study who it is drawing into its hiring pools, the college is still not attracting the diversity it seeks. The data show that in the past two years, more females were in the hiring pools than males. In some programs and departments, females do represent diversity, so this finding is hopeful. However, in terms of ethnic diversity in hiring pools, the numbers are not as hopeful. In the past two years, more Caucasians have applied for positions with the college (from 66 percent to 73 percent).

Criterion Two

Unfortunately, this cannot be said of other groups. The NEOGOV data help the institution better understand and analyze its hiring pools, and this information helps the college develop new strategies to increase both the diversity of its hiring pools as well as, ultimately, its staff and faculty.

Figure 12. Gender diversity of the 2011 Parkland College hiring pool (whole number, percentage).

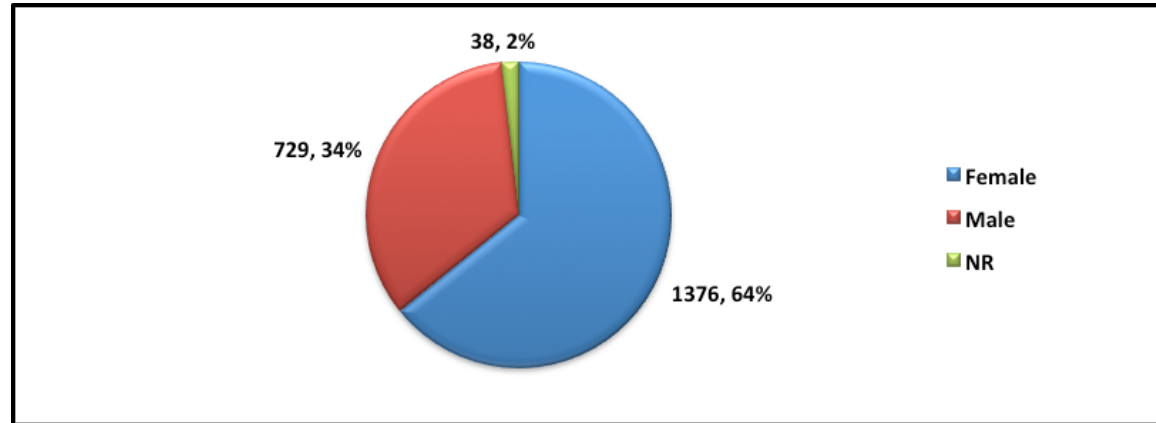
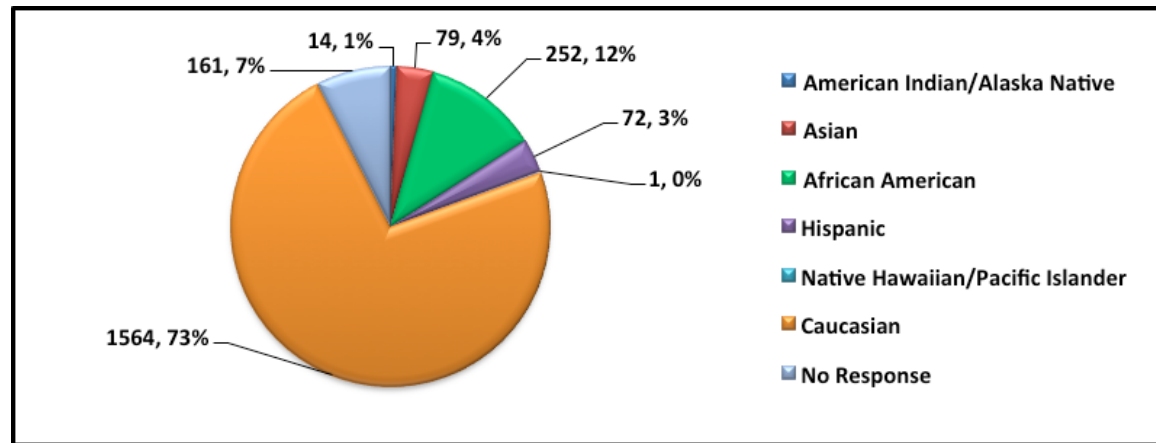


Figure 13. Ethnic diversity of the 2011 Parkland College hiring pool (whole number, percentage).



Administrative Resources

Administrative positions include the president, four vice presidents, three deans, nine department chairs and 25 directors. Administrators, including department chairs, are not represented by a union. There has been a noticeable turnover in Parkland's administrators since 2002; the president, the vice presidents, the deans, and almost all of the department chairs and directors have begun their service to the college in their present positions since 2002.

Criterion Two

The new leadership has brought innovation to the college while maintaining the commitment to student success and completion. Of particular note, the current administration has displayed a greater commitment to whole student development with the enhanced roles of the vice president for student services and the dean of students. The executive leadership which comprises the president and the four vice presidents meets weekly to share emerging hazards, risks, and opportunities from both internal and external sources.

Large organizations rarely achieve perfect communication, but Parkland's administrative structure and emphasis on respectful dialog help make large-scale, multidepartmental efforts successful. Examples of such efforts are the redesign of SOAR (Student Orientation, Advising, and Registration) and Parkland's commitment to a more structured First Year Experience. The relationship among the executive leadership, the board of trustees, and the other staff on administrative contracts also promotes collegiality and creativity. *For more on Parkland College's SOAR and First Year Experience, see Criterion 3c.*

Faculty and Staff Resources

Parkland uses its financial resources to promote and support highly qualified faculty and staff.

Full-Time Faculty

Full-time teaching faculty members belong to the Parkland Academic Employees organization (PAE). The faculty category also includes librarians and counselors. All full-time faculty contracts are for 175 days for the two-semester academic year, with the exception of counselors, librarians, and the Center for Academic Success director who have 215-day contracts and work year-round. Quality instruction is the centerpiece of Parkland College; hiring and retaining quality instructors is the college's top priority. According to the *Policies and Procedures Manual*, each faculty member's primary functions are teaching, learning, and advising. Parkland is committed to academic excellence and encourages faculty to continue their growth, development, and academic pursuits, even beyond their current degrees. *See Table 2.*

Table 2. Breakdown of Parkland college full-time faculty and highest degrees obtained, 2009–2012.

Highest Degree Earned	FY 2009 Count	FY 2009 Percent	FY 2010 Count	FY 2010 Percent	FY 2011 Count	FY 2011 Percent	FY 2012 Count	FY 2012 Percent
Doctorate	26	14.8%	27	14.9%	28	15.2%	27	14.4%
Professional Degree	1	0.6%	1	0.6%	0	0.0%	0	0.0%
Master's Degree	128	72.7%	132	72.9%	132	71.7%	138	73.4%
Bachelor's Degree	13	7.4%	12	6.6%	14	7.6%	12	6.4%
Associate's Degree	3	1.7%	4	2.2%	4	2.2%	4	2.1%

Criterion Two

Table 2. Breakdown of Parkland college full-time faculty and highest degrees obtained, 2009–2012.

Highest Degree Earned	FY 2009 Count	FY 2009 Percent	FY 2010 Count	FY 2010 Percent	FY 2011 Count	FY 2011 Percent	FY 2012 Count	FY 2012 Percent
Certificate	3	1.7%	2	1.1%	3	1.6%	4	2.1%
Some College	2	1.1%	3	1.7%	2	1.1%	2	1.1%
Other	0	0.0%	0	0.0%	1	0.5%	1	0.5%
Total	176	100.0%	181	100.0%	184	99.9%	188	100.0%

To ensure the development of qualified faculty, the **2009–2013 PAE Contract** includes language that prioritizes this kind of investment:

The college will allocate \$36,000 per year to provide up to \$1800 per bargaining unit member per year for tuition and fees reimbursement at four-year colleges and universities and/or tuition and fees for workshops/training sessions which are required by governmental or accrediting agencies for faculty certification in vocational programs. Reimbursement will be made upon evidence of successful course completion. Requests for approval must be made through the vice president for academic services prior to enrollment.

In an effort to assist bargaining unit members to keep current in the technology, advanced technical training, or pedagogy of their disciplines, each bargaining unit member is encouraged to develop a professional development plan with his/her department chair and approved by the vice president for academic services. When a bargaining unit member completes 15 semester hours of approved professional development, an additional increment of \$500 will become a part of the annual base salary in the next contract. If the 15 semester hours are part of a later earned degree, the \$500 (available one time only) will be considered as an advanced payment toward any earned degree increment referenced in Article III, Section E, Paragraph 3; all other conditions of this section apply. (23)

Part-Time Faculty

The college values and supports the development of part-time faculty, through professional development funding, tuition waivers, and programming through the Center for Excellence in Teaching and Learning. Each year, the college allocates \$15,000 for part-time faculty professional development. Part-time faculty may receive funding for conference participation, mandatory continuing education, and license certification required to teach at Parkland College. Tuition waivers are also available to part-time faculty for credit and noncredit courses to support their personal and professional development. The Center for Excellence in Teaching and Learning invites all part-time faculty to participate in a Saturday Seminar just prior to the beginning of each fall semester. These seminars orient part-time faculty to key resources and strategies that

Criterion Two

assist them in being successful as faculty members at Parkland. Ongoing development opportunities are offered throughout the academic year on evenings and weekends to support the pedagogical and technological skills of part-time faculty.

In addition to the CETL offerings, individual departments create development opportunities as well:

- The Humanities department has offered workshops to its part-time faculty on navigating the job market in higher education and creating strong employment materials.
- Health Professions programs routinely offer formalized Continuing Education (CE) to part-time and full-time faculty as well as professionals in the community. The Nursing program offers CE through the CETL, and nursing faculty earn state CE credits for this. Occupational Therapy Assistant, Emergency Medical Services, Radiological Technology, and Veterinary Technology programs all have conferences yearly that they sponsor. The Dental Hygiene program began a Faculty Learning Series to ensure that its part-time faculty had teaching methodology updates. The program provides three 1-hour sessions each semester scheduled through the Center for Excellence and includes a Dentist Teaching Methodology session yearly. Finally, the Health Professions department used a 2010 grant to develop classroom assistants and put its PT faculty through this training.
- Computer Science and Information Technology department part-time faculty must keep up to date with the technology they are teaching. In the past, the department has been able to help pay a portion of the workshops or certifications. The department also tries to pay for part-time faculty industry certifications if their own companies do not cover the costs. Computer Technology Center faculty take the Microsoft Office Specialist (MOS) certifications for free through the college's agreement with Microsoft.

Staff

No college can fulfill its educational mission without the resources to support the development of its staff. Staff are allowed to take any course at the college deemed needed to enhance their job functions. These classes are paid for by the college, and staff may attend courses during the work day without loss of pay or benefits. In addition to Parkland classes, other professional development funds are available to permanent staff members, all of whom belong to the Professional Support Staff collective bargaining group. Staff members who believe the scopes of their jobs have broadened to the point that upgrades should be considered may petition for review through the Job Evaluation Committee.

Physical Resources and College Facilities

Parkland has historically chosen to invest in people. This is clearly reflected in how it has allocated its financial resources. There comes a time, however, when roofs can no longer be patched; aging windows, doors, and HVAC systems sap energy resources to a sustainability unconscionable degree; tight quarters result in the lack of confidential space for advising students; and growing enrollment leaves students little room to study, dine, or hold extracurricular enrichment activities. It is a fair analysis to say that Parkland reached that point since the

Criterion Two

last accreditation visit and has embarked on a more aggressive path to providing District 505 with facilities that reflect the quality of the college's programs and people.

The college uses several different resources to fund improvements to the campus facilities and infrastructure. In the last five years, the college has made extensive improvements to existing facilities, systems, and infrastructure; purchased new facilities; constructed new facilities; and developed extensive plans for continuing to add new facilities and improvements. The following section summarizes recent enhancements, broken into categories by funding sources.

Fiscal Year Operational Funds

Parkland designates funds from the operating budget for facilities improvement beyond what are considered customary expenses, such as maintenance or repair items. The college sets aside \$150,000 each fiscal year for improvements. In the spring semester, the vice president for academic services extracts remodeling requests from the Annual Planning database. Executive leadership evaluates these requests, selecting projects that will have the most impact in relation to the college's mission and strategic plan.

Physical improvements to existing facilities between AY 2006 and AY 2012 totaled \$750,000. These improvement projects were deemed critical in maintaining the quality of student access to learning as well as adding to the conduciveness of the teaching and learning environment. Some projects were in direct response to student and instructor feedback. They include remodeling of faculty office space; improving classroom lighting, heating, ventilation, and air conditioning; installing occupancy sensors; installing ADA-compliant automatic door openers; purchasing new classroom furniture; and remodeling lecture halls C118 and L111 as well as laboratory classrooms.

Grants

Grant funding through the Illinois Community College Board (ICCB), state agencies, and/or federal agencies has allowed the college to undertake \$776,200 worth of physical improvement projects between AY 2006 and AY 2012. These projects include a \$90,000 grant from the Illinois Clean Energy Foundation to assist with the installation of a geothermal system for the new Applied Technology Center. An ICCB capital renewal grant for \$686,200 was applied to upgrading and improving the control systems for the heating, ventilating, and air-conditioning systems across the campus.

Protection, Health and Safety (PHS) Funds

Protection, Health and Safety (PHS) funds constitute a historically stable funding source, available each year through tax levies based on assessed valuations of property in the college's 12-county district. In 2010, the board of trustees lowered the college's PHS levy for tax year 2009 with a goal to keep the overall tax rate at/below the tax year 2008 rate of .5115 per \$100/EAV. Physical improvements made possible by PHS funds over the past five years amount to \$9,042,006. These projects include the following:

- improved and expanded parking areas
- added ADA parking areas

Criterion Two

- improved walkways
- added ADA-compliant hand railings in public areas on campus
- remodeled bathrooms
- replaced deteriorating masonry and external trim systems
- enhanced exterior lighting systems
- opened a new Duncan Road west entrance to the campus, permitting space for the construction of the Applied Technology Center

Master Campus Development Plan Bond Funding/State of Illinois Capital Funding

The major phases of the current Master Campus Development Plan undertaken between AY 2008 and AY 2012 cost \$43,200,000. At a time when some colleges are shutting down student service units to cut costs, Parkland has persisted in the hard work of saving money, keeping costs down, working with local businesses, and seeking out grants and alternative sources of funding to fully plan for the future. *For more on the Master Campus Development Plan, see Criteria 1c and 2b.*

➡ For more on the chronology of the remodeling, upgrading, and new construction plans, click here.

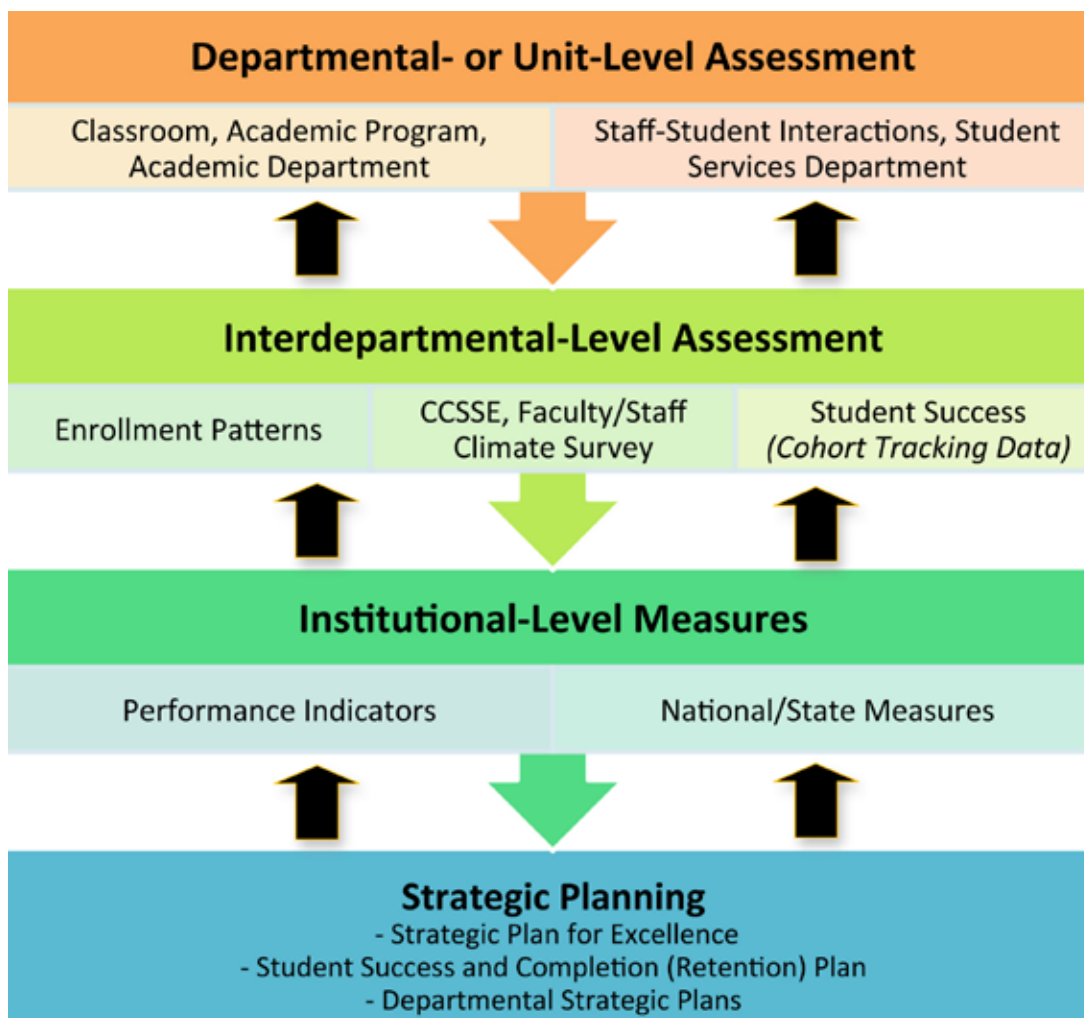
Core Component 2c

Parkland College's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evaluation and assessment processes take place regularly at different levels and in every department. The college uses data collected from evaluation exercises to improve teaching practices, attainment of learning outcomes, and delivery of student-centered services, with an overarching goal of increasing students' successful completion of courses, degrees, and certificates. *See Figure 14.*

Criterion Two

Figure 14. Interactive levels of data and assessment in planning for student success.



Institutional Improvement and Use of Data

Figure 14 indicates that Parkland's assessment processes flow from individual classrooms or counseling sessions to academic and student services department discussions, which are woven into conversations about interdepartmental data. Assessment information is directed forward into institutional measures and helps shape Parkland's strategic and annual planning processes. But the flow of information is not unilateral. Together all units in the college work towards one clear goal: continuous quality improvement for the entire institution.

The college has spent the better part of the last three years of this self-study *learning to more effectively use data* for assessment to make connections between the unit-level assessment and institutional measures and

Criterion Two

institutional-wide planning. Like “student development,” this has been a recursive process. Programs, like students, do not just progress in a linear fashion from underdeveloped to developed to excellent. There are fits and starts, innovative ideas and pilots, successes and setbacks. But the process of the self-study has propelled the college to focus on these important questions:

- What kinds of data does the college *need* for continuous improvement?
- What does the college *do* with data?
- How does the college *learn from data to improve its programs, processes, and policies*?
- What *data-based actions* have been taken or need to be taken to improve teaching, learning, student progress, and student development at the college?

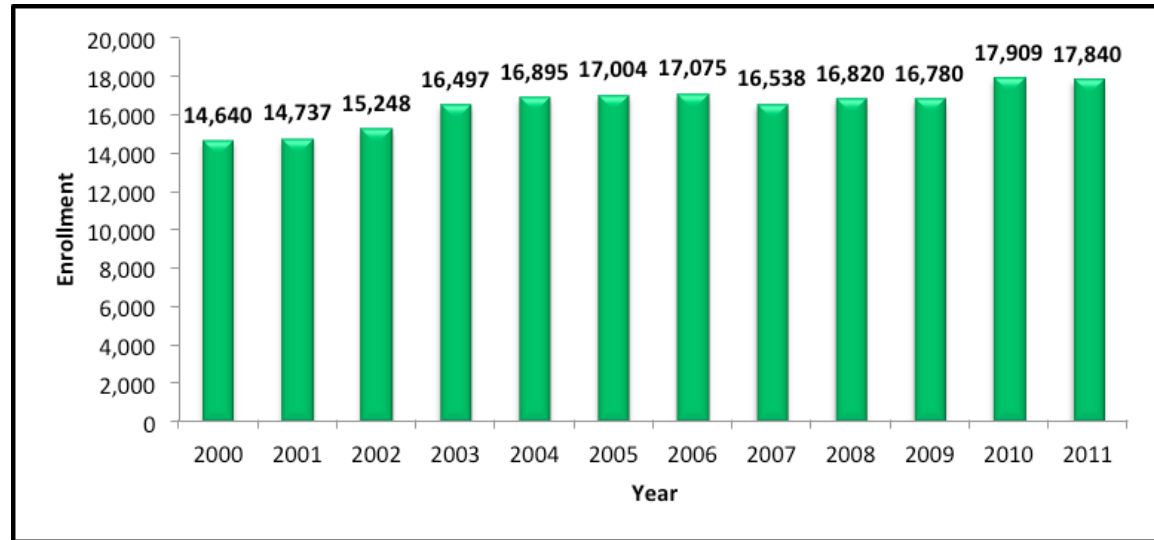
This section will examine several examples of the use of assessment data from different levels to evaluate and improve student success and development at Parkland College.

Enrollment Patterns

Basic enrollment data are a key indicator of the health of the college and gives all units guidance about allocation of resources and direction for programming. But beyond the raw enrollment data, enrollment *trends* are better barometers for the college to use in making important decisions. Data indicate an upward trend in enrollment and FTE over the last decade. The economy has prompted greater enrollments as displaced workers return to college and as students enter college with the hope of better preparing themselves for jobs. But the overall trend is an increase in enrollment. See *Figures 15 and 16*.

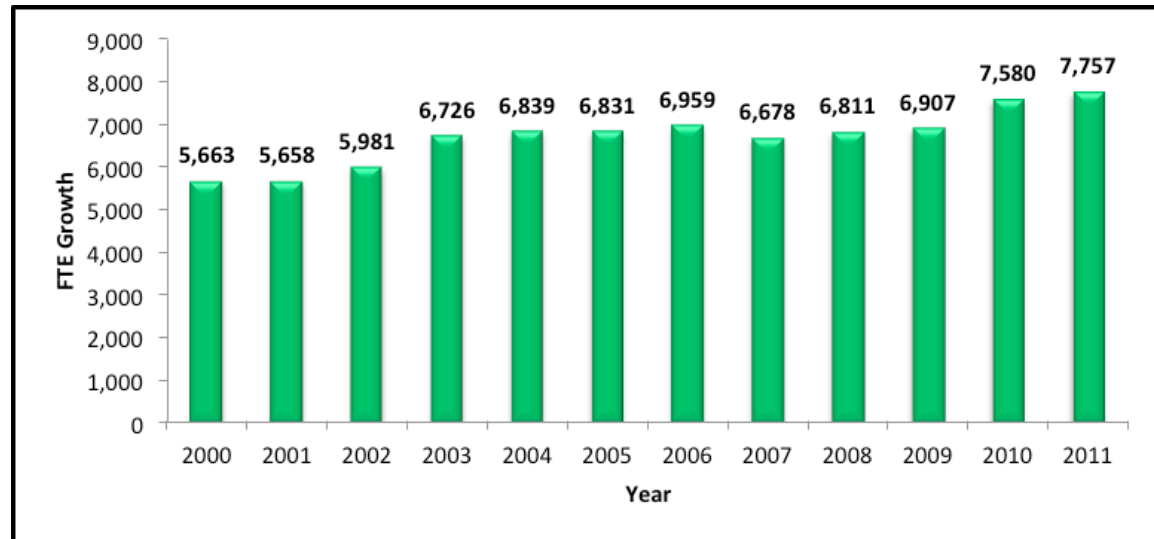
Criterion Two

Figure 15. Annual enrollment trends, 2000–2011.



Source: Figure based on A1 (Annual Enrollment and Retention) midterm data submitted to the Illinois Community College Board.

Figure 16. Annual FTE growth, 2000–2011.



Source: Figure based on A1 Enrollments reported to ICCB.

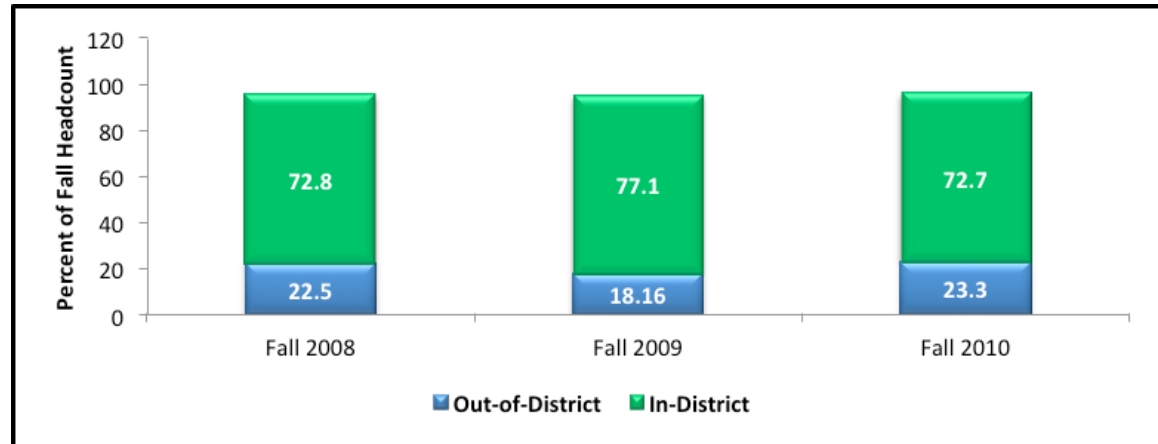
Criterion Two

WHAT THE COLLEGE OBSERVED:

In-District and Out-of-District Enrollment Patterns

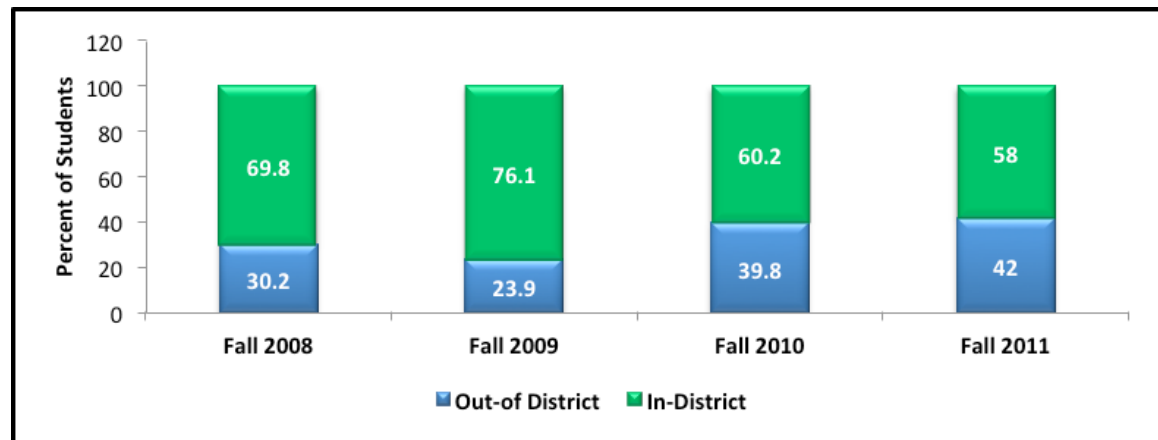
The upward trend in enrollments has been accompanied by an increase in the number of out-of-district students who are attending Parkland. The increase is particularly noticeable where it concerns students with two or more developmental course work placements. A high proportion of these out-of-district students come to east central Illinois from Chicago and its collar counties. See *Figures 17 and 18*.

Figure 17. Fall headcount—in-district versus out-of-district students, 2008–2010.



Note: Out-of-state students and students with foreign residency have been omitted from these figures.

Figure 18. Students who place into two or more developmental courses: In-district versus out-of-district students.



Criterion Two

HOW THE COLLEGE RESPONDED:

Recent examination of data confirms faculty anecdotal accounts about the levels of student preparation and engagement. These findings have strongly influenced the development of several objectives in the new Student Success and Completion Plan. *For more on the Student Success and Completion Plan, see Criterion 2d.*

Strategies to Track Student Success

In compliance with national and state reports, Parkland College has traditionally used standard measures of its institutional health such as enrollment numbers, fall-to-spring persistence rates, fall-to-fall persistence rates, course retention and pass rates, and graduation rates. However, the college has come to understand that while these measures provide useful information regarding student success, the data focus primarily on a “snapshot” dimension of how well students are doing. The college recently started using student cohort tracking data to plot student progress towards credential attainment and/or transfer. These cohort tracking data not only provide a different and more informative dimension of success data but also can be used to identify essential additional baseline data against which the college can project measurable improvements. The move towards the use of cohort tracking data started with a small pilot in summer 2009, looking at students with two or more developmental course work placements. Then, the college was selected in January 2011 as a pilot college in the Voluntary Framework of Accountability (VFA). Participation in this pilot led to a more extensive tracking of students who started at Parkland in the fall semesters of 2006, 2007, and 2008.

Voluntary Framework of Accountability

Parkland College was selected as one of 40 community colleges to pilot a new **↔ Voluntary Framework of Accountability** designed to redefine what “success” means for two-year institutions nationwide. Developed by the American Association of Community Colleges (AACC) in collaboration with the Association of Community College Trustees and the College Board and with funding from the Bill & Melinda Gates Foundation and Lumina Foundation for Education, the VFA represents the first national system to provide accurate data, operational transparency, and models by which colleges can benchmark student progress and completion data against peer institutions (i.e., two-year institutions with a wide variety of students and missions).

WHAT THE COLLEGE OBSERVED:

The first round of **↔ VFA results** yielded important data for Parkland College, though the measures and metrics are still in the pilot stage. Keeping within the guidelines of the VFA pilot, Parkland identified a cohort of first-time, degree-seeking students from fall 2004 and followed this cohort in its attainment of critical “momentum points” and milestones through spring 2010. To qualify as degree-seeking for the purpose of this study, students had to have earned at least 15 credit hours, including at least one gatekeeper course, during their first two years of enrollment.

Contrary to the single-digit graduation figures often reported for community colleges, **Parkland learned that during this time period, 57 percent of this cohort had earned either a degree or certificate or had**

Criterion Two

transferred to another institution. While this is encouraging, the college needs more information about the students who did not earn 15 credit hours during their first two years. While some of these individuals undoubtedly entered Parkland with a goal of completing only a course or two and exited Parkland with a sense of success and completion, others surely left without attaining their initial academic goals. Data from this initial round of VFA analysis provided the basis for a half-day Department Chair Council retreat on July 21, 2011 and the impetus for developing a Student Success and Completion Plan based on the concepts of momentum points and milestones towards completion.

HOW THE COLLEGE RESPONDED:

The VFA data have had a tremendous impact on leadership, prompting a more thorough study of student success using measures that provide Parkland with relevant data and with a special focus on *those students who did not earn those first 15 credit hours the first two years*. The number of underprepared students coming to two-year institutions has increased both at Parkland and nationwide. The college approached this more comprehensive study with the twin objectives of using more in-depth data to craft a Student Success and Completion Plan and to apply for a Title III grant to help with implementation of the major elements of the plan.

Cohort Tracking of Students Entering Parkland in Fall Semester 2006, 2007, and 2008

While using the same methodology required for the VFA pilot, Parkland modified the set of criteria it uses to plot first-time credential-seeking student progress, during the fall semesters of 2006, 2007, and 2008. The college wanted information about the progress rates of *all* students—full-time and part-time, developmental and college-ready—who entered with initial aspirations to attain a credential while at Parkland. Progress was measured in terms of rates at which students completed required developmental course work sequences; properly transitioned into college-level course work by completing at least one gateway course in reading, writing, and mathematics; completed 15 and 30 credits of college-level work; and attained a credential and/or vertical transfer to a four-year institution.

WHAT THE COLLEGE OBSERVED:

Completion of college-level credits is an important gauge of a student's progress towards credential attainment. A low proportion of students who enter Parkland with at least one developmental reading or writing placement attain the momentum points of 15 and 30 college-level credits. *See Table 3.*

Criterion Two

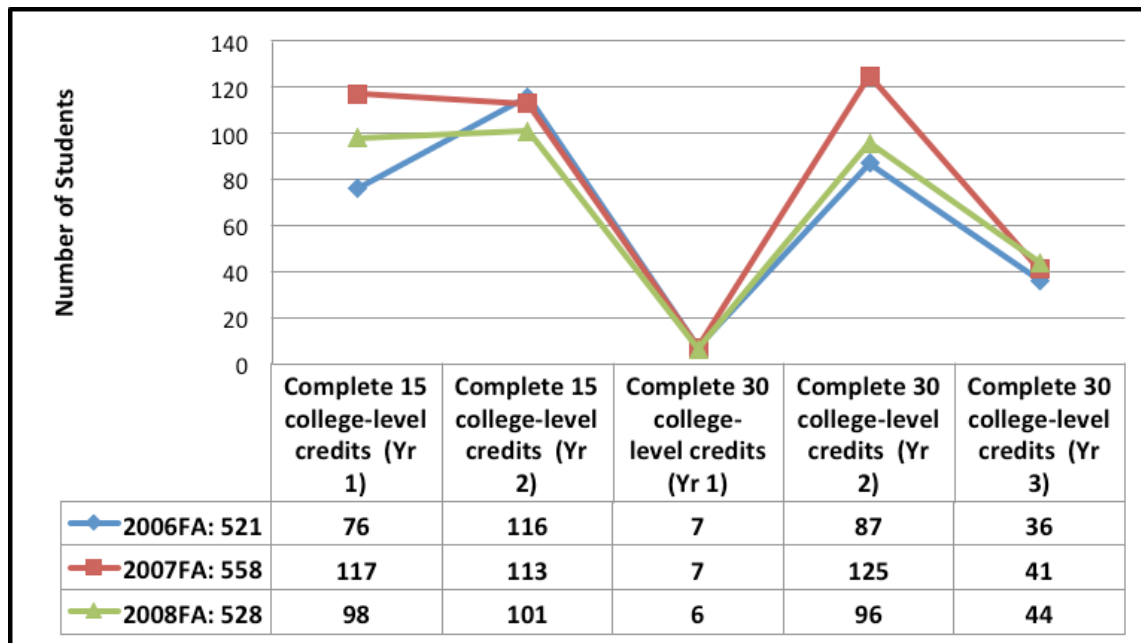
Table 3. Students beginning with at least one developmental reading or writing class.

Students beginning with at least one dev. reading or writing class	Momentum Point #1		Momentum Point #2			
	Total	Complete 15 college-level credits (Yr 1)	Complete 15 college-level credits (Yr 2)	Complete 30 college-level credits (Yr 1)	Complete 30 college-level credits (Yr 2)	Complete 30 college-level credits (Yr 3)
2006FA	521	76	116	7	87	36
2007FA	558	117	113	7	125	41
2008FA	528	98	101	6	96	44
2006FA, 2007FA, and 2008FA	1607	291 (18%)	330 (20.5%)	20 (1.2%)	308 (19.2%)	121 (7.5%)
			621 (38.6%)		449 (27.9%)	

Figure 19 displays the information in a different way, underscoring the fact that attainment of essential momentum points takes place primarily within the first two years. Shortening the time to credential attainment means that the college must find ways to improve student outcomes in the first year.

Criterion Two

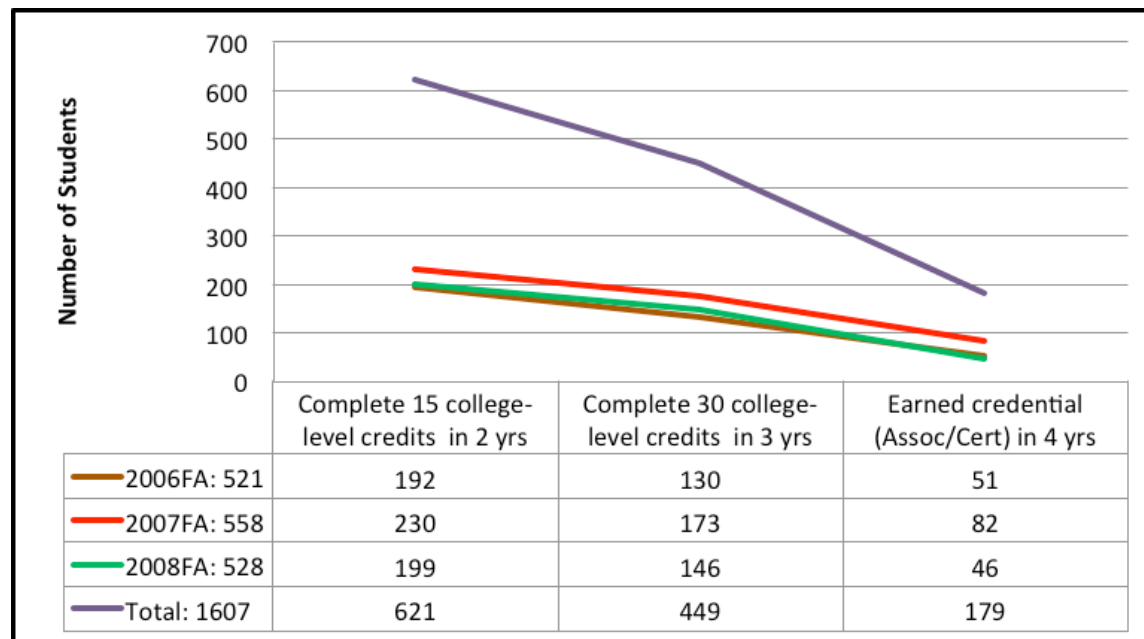
Figure 19. Students starting with at least one developmental reading/writing class: Attainment of college-level credits in each cohort, 2006FA, 2007FA, and 2008FA.



There is a significant decline between the number of students who attain the first 15 college-level credits and the number who earned a credential over four years. See Figure 20.

Criterion Two

Figure 20. Students starting with at least one developmental reading/writing class: Attainment of college-level credits and credential, 2006FA, 2007FA, and 2008FA.



These figures paint a stark picture. Several findings emerged in college discussions of this important data:

- Students who begin Parkland with at least one developmental reading or writing class are achieving crucial momentum points towards vertical transfer or credential attainment at a low rate. **Only 39 percent are able to earn 15 college-level credits in two years; only 28 percent earn 30 college-level credits in two years.**
- More than 70 percent of students in developmental reading, writing and MAT 094 are economically disadvantaged. The issues of academic under-preparedness are possibly aggravated by the issues of poverty. Data for spring 2012 show that more than 40 percent of students in developmental reading and writing classes are from out-of-district. Many of these students are from Chicago or the so-called collar counties of Chicago. Issues of academic under-preparedness may be compounded with challenges of physical and social re-location.
- The rate at which developmental math students pass at least one college-level math class (including MAT 110) is low—only 8 percent of students who begin in MAT 094; 12 percent of those who begin in MAT 095; and 34 percent of those who begin in MAT 098. Overall, only 22 percent of students who start Parkland with developmental math placements are able to pass a college-level math course.
- Students who begin at Parkland college-ready (that is, with no developmental classes) attain essential momentum points and milestones at a much higher rate. Among college-ready transfer students, 72

Criterion Two

percent (of this particular 3-year cohort) completed at least 15 college-level credits in two years and 58 percent completed at least 30 college-level credits in three years. Furthermore, 23 percent of this subcohort earned a credential (certificate or associates degree) in four years. At least 41 percent of these students transferred vertically in three to six years. (*Students from fall 2008 could only be tracked over three years for this milestone.*)

- College-ready career students achieve at a higher rate than non-college-ready career students: 68 percent complete at least 15 college-level credits in two years, and 50 percent complete at least 30 college credits in three years. Of the students in this subcohort, 27 percent earned a credential (certificate or degree) in four years.

HOW THE COLLEGE RESPONDED:

Through a collective examination of the data at Department Chair Council, Developmental Education Council, Enrollment Management Team, and in a number of sessions at the Center for Excellence in Teaching and Learning in spring 2012, the college has begun discussion of needed strategies and intervention. The new strategic emphases include the following:

- Review enrollment management strategic planning
- Enhance information for prospective students and new admitted students
- Review college policies and processes with the objective of making changes to policies or practices that are not conducive to first-year student success
- Develop effective and timely preparation for placement tests
- Expand First Year Communities
- Expand role of PSY 109: Educational, Career, Life Planning (college success course)
- Expand opportunities for student engagement
- Apply for a Title III grant

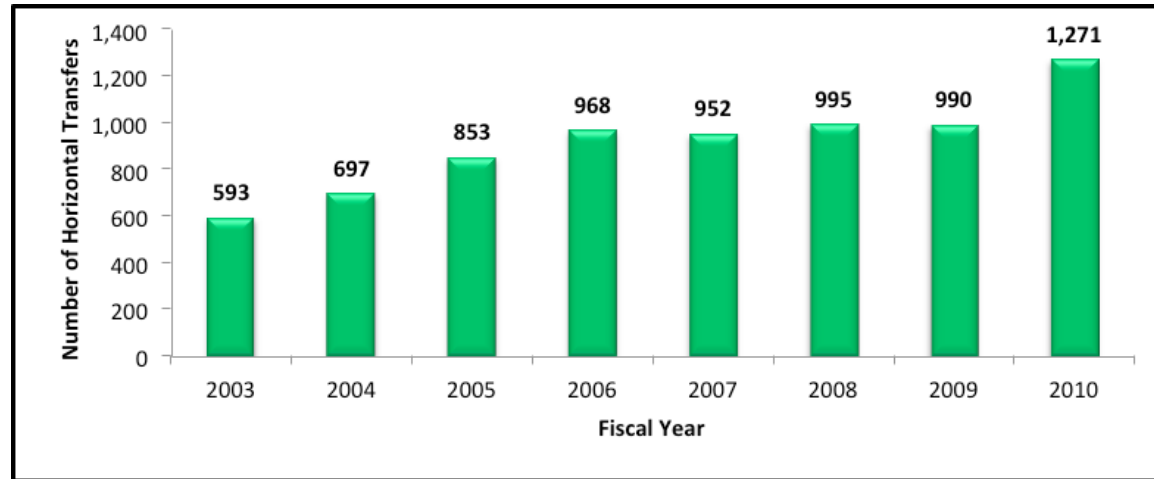
The public reporting of data has strengthened the institutional will to restructure student success initiatives. It is imperative that Parkland seek out new ways to help students achieve career and academic goals. *For more on the Student Success and Completion Plan, see Criterion 2d.*

Transfer Data

Another key indicator of evaluation of programs and services includes transfer data. Parkland tracks both horizontal (two-year colleges) and vertical (four-year colleges and universities) transfers. *See Figures 21 and 22.*

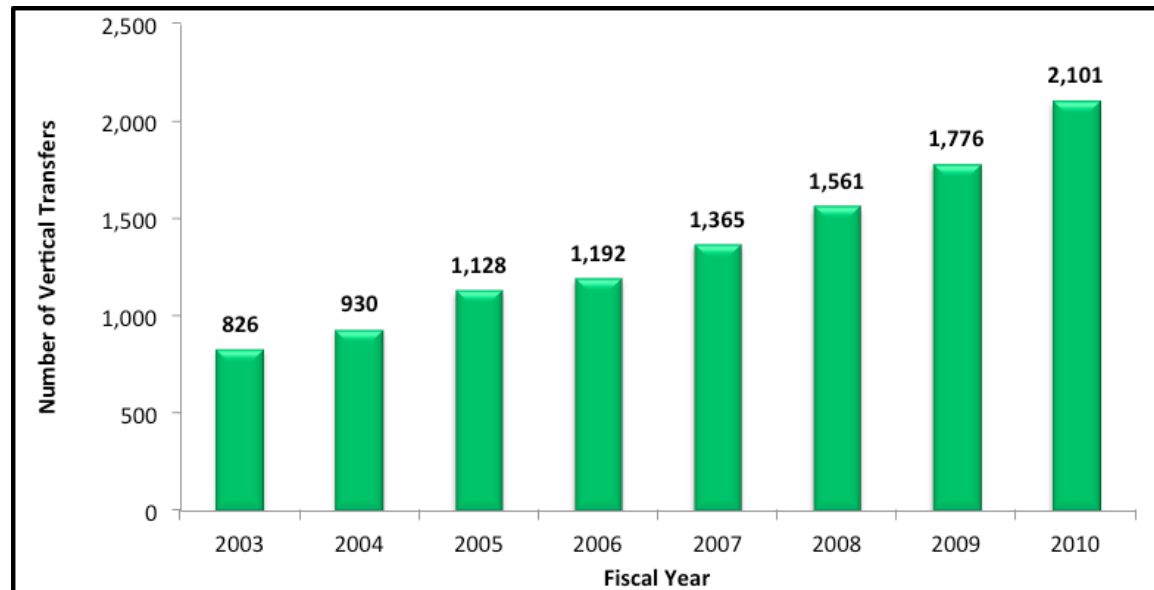
Criterion Two

Figure 21. Parkland College horizontal transfers (to two-year institutions), 2003–2010.



Source: National Student Clearing House- NSC File.

Figure 22. Parkland College vertical transfers (to four-year institutions), 2003–2010.



Source: National Student Clearing House- NSC File.

The college is pleased with the increase in transfers as the total number of students likewise increases.

Criterion Two

Career Programs Data

Career program evaluation for continuous improvement occurs at many different levels, including the performances of students on professional licensing examinations. As the data show, students who graduate from Parkland's Health Professions programs do so with high levels of competency. *See Table 4.*

Table 4. Pass rates for professional licensing examinations by Parkland students, 2008–2011.

	Nursing	Dental Hygiene	Radiological Technology	Emergency Medical Tech.
FY 2008				
Number Passed	97	31	14	10
Number Tested	103	32	16	10
Pass rate	94.2%	96.9%	87.5%	100.0%
FY 2009				
Number Passed	86	30	11	15
Number Tested	94	31	12	18
Pass rate	91.5%	96.8%	91.7%	83.3%
FY 2010				
Number Passed	79	32	15	18
Number Tested	84	32	16	18
Pass rate	94.0%	100.0%	93.8%	100.0%
FY 2011				
Number Passed	38	31	13	NA
Number Tested	39	32	13	NA
Pass rate	97.4%	96.9%	100.0%	NA

Additionally, the progress of student cohorts that **↻ enter** career programs with no developmental course work placements provides the college with a unique lens to measure effectiveness. **↻ For more on student cohorts entering career programs, click here.**

WHAT THE COLLEGE OBSERVED:

While the quality of students who attain credentials is high, the attainment of crucial momentum points as career students move through their programs is not where the college wants to be. The college has also found that students, especially younger students from out of district, struggle with Pell grant eligibility and financial

Criterion Two

aid warnings. The college has only recently begun to put together a student success plan which will address some of the obstacles and issues both in- and out-of-district students face when they find themselves on academic or financial aid probation. [↔ For more on financial aid eligibility and academic progress, click here.](#)

HOW THE COLLEGE HAS RESPONDED:

The data have influenced conversations in academic services about targeted interventions. These conversations include the possible contextualization of ENG 101 classes to hone writing skills required in career programs while developing essential critical thinking skills emphasized in freshman composition classes. Faculty are also in discussion about the curriculum and scheduling of mathematics classes to meet needs in different career areas as well as the work schedules of many career program students. It is also anticipated that action plans to prioritize the first year among all students will have a positive effect on new students in career programs. First Year Communities for business, criminal justice, and health professions are beginning in fall 2012. Students in these communities will have contextualized reading/writing assignments built around the content area, and study skills and student support will be integrated into the community through PSY 109: Educational, Career, and Life Planning.

In March 2012, a more comprehensive student success initiative was discussed at the college's Developmental Education Council in anticipation of a possible Title III grant. Though just in the formative stages at the writing of this document, the college-wide nature of the discussion demonstrates the college's commitment to using data to drive discussions, but always with a balanced approach that does not lose sight of the fact that each student is an individual life in which the college plays a crucial role.

Performance Indicators

Parkland uses a set of internal [↔ performance indicators](#) as benchmarks to measure its effectiveness in a quantitative way. The original set of performance indicators was created in conjunction with the National Center for Higher Education Management Systems (NCHEMS) under the leadership of Peter Ewell and Dennis Jones in 1994. The indicators represented the output of discussions among the consultants, administration, and the board of trustees, constructed as a set of metrics that all parties found valuable as ways of measuring the overall health of the institution. The board of trustees also employs these performance indicators when evaluating the college's president. Results from the indicators are shared with the college publicly at the all-college meeting hosted by the president each fall and on the college website.

The indicators were designed to help the college in the following ways:

- develop and implement a management database for decision making
- develop and implement a planning database which allows flexible retrieval, facilitates reporting, and yields analytical tools
- enhance the college's institutional research capability

Criterion Two

- address accountability through quantitative measures of institutional effectiveness, student academic achievement, and outcomes assessment
- inculcate a college-wide awareness of the necessity of, and process for, all of the above

These indicators were relatively static until 2004. They formed the basis of discussions around strategic goals and the president's annual evaluation. In 2004, several changes were made to the planning process, and performance indicators were reviewed in context. As a result, the role and use of performance indicators was made more clear in the planning process. Annual Planning goals were tied directly to performance indicators. From 2004 to 2010, both the process and indicators were relatively stable.

During AY 2010, Parkland began the year by reviewing performance indicators in segments at board of trustees meetings. It soon became apparent to the president that the value of taking trustee time in this format was less effective than a more formal presentation of proposed changes to specific indicators. This review was tabled in order to adequately address more pressing issues of funding, construction, and software conversion. Also, as a result of Parkland's participation in the Voluntary Framework for Accountability project, as well as the passage of state legislation around performance-based funding, it became apparent that any adjustment to Parkland's performance indicators outside the context of the results of the VFA and other recent cohort tracking reports would be premature. Performance Indicators will, however, be reviewed and revised over the course of AY 2013.

Community College Survey of Student Engagement (CCSSE)

Parkland administers the Community College Survey of Student Engagement (CCSSE) every two years in order to gauge student perception of important metrics, including active and collaborative learning, student effort, academic challenges, student-faculty interaction, and support for learners. The **↔ data are shared** on Parkland's website. Findings are also discussed in Parkland's Center for Excellence in Teaching and Learning. Parkland outperformed its comparative cohort in student-faculty interactions and support for learners. This is in keeping with a long tradition of small classrooms, effective counseling and advising, and strong support services in areas like the Center for Academic Success.

Evaluation of Student Services and Academic Support Departments

All of Parkland's Student Services departments create, maintain, and evaluate their goals in terms of student development annually.

Parkland College began the assessment of instructional support units in 1995 with the creation of a faculty-driven committee initially called the "Institutional Effectiveness Committee." The name was changed to "Support Assessment" in 2005 to better reflect the charge assigned to the committee. A history of the committee's endeavors can be **↔ found online**. Currently 30 **↔ support groups** participate in assessment activities. Each group assigns and evaluates goals for its unit with objectives, criteria for success, and means of assessment. Support units then follow up on their findings and report those annually on WEAVE. Before WEAVE was instituted for the 2009–2010 cycle, each group maintained an "assessment record" of its

Criterion Two

activity and then submitted a shorter annual summary to the Support Assessment Committee, which posted the information on the public website. Past annual summaries are attached in the document repository of WEAVE. The following are examples of support assessment and follow-up actions; however, they do not represent all of the support assessment taking place.

Adult Re-entry Center (ARC)

- **Findings:** ARC conducted a Student Engagement Survey to gauge the viability of a nontraditional student club. The survey revealed an interest in some type of nontraditional student engagement but not a club.
- **Means of Assessment:** Survey in Survey Monkey, approved by IAR, sent out via the ARC monthly newsletter and posted to ARC's Facebook page
- **Changes Made:** ARC made a small change to an existing annual activity. ARC celebrates National Non-Traditional Student Week (NNTSW) annually with a slowly growing calendar of events. Therefore, ARC will add a social networking component to its 2011 NNTSW calendar.
- **Follow-up:** No follow-up as of yet

Assessment Center

- **Findings:** Instructors expressed dissatisfaction with both the limited number of hours that make-up test proctoring services were offered and the times they were offered.
- **Means of Assessment:** Instructor survey (FT/PT)
- **Changes Made:** Effective September 2009, the center more than doubled the number of hours for make-up test proctoring (from 20 to 49 hours per week). By aligning the hours of make-up test proctoring with the hours the Assessment Center was open, the center experienced a 68.9 percent increase in usage compared to FY 2009. Specifically, proctors administered 358 make-up exams administered on behalf of Parkland faculty in FY 2010 compared to 212 in FY 2009.
- **Follow-up:** At the end of AY 2009–2010, an electronic survey was conducted to evaluate the effect of this change. Although 57.1 percent of the part-time and full-time instructors stated that they did not use the make-up testing service offered—which makes the 69 percent increase even more striking—of those who did use the testing service, only 1.8 percent said the increased number of hours was not useful to them.

Career Center


- **Findings:** In 2010, the Career Center surveyed students to measure their understanding of the employment application process. It pulled 100 applications from its files to collect a random sampling of students who had not been hired.
- **Means of Assessment:** Survey Monkey survey
- **Changes Made:** The students' understanding was extremely high in all categories, except for 'following

Criterion Two

up' (87 percent). The Career Center added this item to its handouts and now makes sure students understand the importance of following up with supervisors when applying for jobs.

- **Follow-up:** No follow-up as of yet

Center for Academic Success (CAS)

- **Findings:** Student traffic has steadily increased over the five years that CAS has existed in its present form. CAS received complaints regarding the noise level within D120 in the surveys received in fall 2010.
- **Means of Assessment:** Student feedback surveys (submitted at the end of the fall and spring semesters)
- **Changes Made:** CAS staff worked with PCTV to tape a six-minute  virtual tour which is now available on the web. This allows CAS to avoid bringing large groups through CAS for tours. Staff may also use the virtual tour when asked to speak to a class about CAS services.
- **Follow-up:** No follow-up as of yet

Child Development Center (CDC)

- **Findings:** In FY 2011, the CDC conducted a user satisfaction survey to seek input from participating families. There were questions about the quality of snacks served in the afternoon.
- **Means of Assessment:** Family survey
- **Changes Made:** The CDC has implemented more fruit and vegetables for snacks and has reduced snacks that are high in sugar.
- **Follow-up:** No follow-up as of yet

Community Education

- **Findings:** Enrollments in day tours exceeded expectations. In addition, surveys indicated that students wanted to schedule more and different day trips.
- **Means of Assessment:** Surveys and monitoring numbers served
- **Changes Made:** Community Education scheduled more day trips.
- **Follow-up:** Partnership with Parkland Art Gallery provides Community Education with excellent tour leaders for day trips to museums, galleries, and architectural outings.

Financial Aid Office

- **Findings:** Students were not turning in application and verification paperwork in a timely manner. This resulted in delays in awarding financial aid, which affected students' abilities to buy books and be prepared for the start of school.
- **Means of Assessment:** Student/parent feedback and backlog of verification processing of a month at the start of the 2010–2011 year
- **Changes Made:** Financial Aid incorporated paper notifications again into its processes. Beginning in the spring 2011 (for the 2011–2012 year), Financial Aid started sending out Missing Information letters,

Criterion Two

along with email notices, when students had additional documentation requirements. After fund awarding began, Financial Aid started sending out Financial Aid Award Notification letters and email notices, along with information about the State MAP Grant, financial aid eligibility requirements, and general financial aid information. These efforts have been well-received and have contributed to Financial Aid's success with its processing efficiency.

- **Follow-up:** Verification was up-to-date by the start of the 2011–2012 school year (August 22, 2011 versus one month behind for 2010–2011) for the first time, and awarding began earlier than ever before as well (May 2011 versus July 2010).

Grants and Contracts

- **Findings:** In FY 2011, (1) Five areas that received the most funding in FY11 were technical-vocational and career education; college preparation and developmental courses/services; student services; international studies; and community services, training, and programs; (2) the remaining seven areas combined received six grants totaling \$19,650.
- **Means of Assessment:** A comparison of funding received, in FY 2011, by associated purpose statement from the college mission
- **Changes Made:** Institutionalized ongoing tracking and annual analysis of grants by purpose statement.
- **Follow-up:** Identification of, and targeted outreach to, areas of the college that were under-served in FY 2011.

Library

- **Findings:** There was a need for mobile computing on the library's third floor. The library also required additional computers due to the limited number of computers available during peak times (10 a.m.–2 p.m.).
- **Means of Assessment:** Patron feedback through various means such as suggestion cards, verbal comments, and the annual library survey
- **Changes Made:** After making requests for equipment funds, the library was able to purchase 10 laptops, security software, and a charging station.
- **Follow-up:** A campus-wide upgrade of the Wi-Fi system improved access throughout the library. In spring 2012, the library completed a laptop survey. The survey's summary indicated that 100 percent student respondents checked out laptops for academic use; 81 percent used the laptops because they wanted to find a quiet place to study; 90.5 percent agreed that three hours of loan period is long enough; and 85 percent were satisfied with the library's laptop service.

Staerkel Planetarium

- **Findings:** A 1.2 percent drop in school attendance was the result of the economic situations of many of the school districts in the area. Champaign's Unit #4 schools even canceled all district-funded field trips

Criterion Two

for the year. This was an unfortunate coincidence with the unveiling of a new digital projection system inside the planetarium.

- **Means of Assessment:** Attendance figures
- **Changes Made:** The planetarium instituted a coupon system to allow teachers free admission, to encourage them to plan their own field trips. It also created a “scholarship” program that allows classrooms to attend at reduced rates.
- **Follow-up:** None as of yet

Student Life

- **Findings:** Persistence rates of Latino/a students dropped to 33 percent measured fall to fall semester
- **Means of Assessment:** Persistence rates
- **Changes Made:** Through intervention with the Parkland Academy Team and a consultant, Student Life tracked eight males through academic year 2010–and 2011 and was pleased that seven of them persisted and continued in their studies at Parkland College.
- **Follow-up:** The results were encouraging to the point where Student Life is now tracking about 30 Latino/a students and utilizing second-year student mentors to improve their persistence fall to fall for 2011–2012. Student Life’s goal is to once again have a persistence rate well over 50 percent.

As these examples demonstrate, Parkland student services and academic service support units effectively utilize both direct and indirect measures of assessment to evaluate services and to promote student development. Assessment exercises at the individual unit level use the feedback loop to connect with institutional measures and strategic priorities of the college.

Evaluation of All Faculty, Staff, and Administrators

Maintaining quality in employee performance ensures that all who work at Parkland are actively and positively contributing to the fulfillment of the college’s mission and the success of its students.

Faculty Performance Evaluations

Parkland recognizes that its ability to engage the community in learning depends in large measure on how well the institution is able and willing to maintain a consistently high quality of instruction. The quality of teaching and learning is in turn dependent on faculty evaluation in an environment that provides timely and effective support for the improvement of teaching. [↔ The Faculty Performance Evaluation Manual](#) states the philosophy behind faculty performance evaluation as follows:

It is essential to ensure a consistently high quality of instruction with a supportive, growth-oriented environment for both students and faculty at Parkland College. Because of this need, it is the responsibility of the college not only to provide evaluation of faculty members, but also to provide faculty with systematic and systemic support for improvement of instruction, counseling, and provision of library services through professional development.

Criterion Two

All performance evaluations incorporate Parkland's values of honesty, integrity, fairness, responsibility, multiculturalism, and trust. This formative process transfers ownership for improvement to the faculty member being evaluated and provides the faculty member the opportunity to reflect on his/her teaching and other roles in the college and community.

Faculty, full-time and part-time, are evaluated regularly in accordance with guidelines in this manual. The evaluation process is a holistic one that includes classroom teaching in the context of a statement of teaching philosophy, teaching materials, student evaluations, a professional development plan, and activities in service to the department, college, and/or community. *For more on the faculty evaluation process, see Criterion 3b.*

Staff Performance Evaluations

Members of the Professional Support Staff bargaining unit who have completed their initial probationary period are evaluated by their supervisors at least once during each fiscal year. Supervisors are not members of the same bargaining unit. The Office of Human Resources may request more frequent evaluations if the performance review indicates a need. The timing of the annual evaluation during the spring and the format of the evaluation form used are contractual. The evaluation form includes a place to identify performance and professional development goals for the coming year. Staff members have the right to make written comments in response to their evaluations; these comments are attached to the copies of the evaluations in their personnel files. At any time during the year, staff members or supervisors may also request informal performance evaluation conferences. Confidential staff members, who do not belong to the bargaining unit, are evaluated in a similar fashion, although confidential staff members who have supervisory responsibilities may be evaluated in a manner more similar to that used for administrators.

Administration Performance Evaluations

By policy, administrators also undergo regularly scheduled evaluations by their immediate supervisors. To prepare, the supervisor reviews evaluations by those reporting to the administrator being evaluated. Generally, administrators are evaluated on communication, rapport, availability, fairness, approach to problem-solving, representation of the college and college philosophies, commitment to the community, effectiveness with outside agencies, and overall effectiveness.

Supervisors employ various qualitative and quantitative measures in formulating evaluations of administrators. Most evaluators request that administrators submit specific goals and objectives for the coming year and then report back on progress toward those goals. Toward the end of the spring semester, the Office of Human Resources provides supervisors with evaluation forms that can be used for administrators; however, some supervisors prefer to use alternate forms or narratives. The arrival of the forms, however, prompts supervisors to complete annual evaluations for all administrators.

Criterion Two

Core Component 2d

All levels of planning align with Parkland College's mission, thereby enhancing its capacity to fulfill its mission.

This section describes significant ways in which the college used its comprehensive, coordinated planning processes to fulfill its mission.

Developmental Education Council (DEC)

Parkland College has always recognized the significance of developmental education. Over the past 10 years, an average of 70 percent of entering freshman students place into at least one developmental education class. Recent studies sponsored by IBHE, ICCB, and ACT indicate that more than 80 percent of freshman students from area high schools begin their college studies at Parkland without having met all four ACT benchmarks of college readiness. This recognition has been matched with significant action by the college to meet the needs of academically underprepared students, action grounded in the data gathered through academic assessment, support assessment, the Office of Institutional Accountability and Research, and nationally recognized best practices.

HOW THE COLLEGE RESPONDED:

In fall 2008, the Developmental Education Council (DEC) was established as a regular forum for all faculty and staff who are working directly with, or interested in the success of, developmental students. The DEC is made up of representatives from various formal committees, ad hoc working groups, as well as any faculty and staff interested in developmental education issues. Agenda items are sent in by representatives. Discussions range from analysis of developmental education data to attendance policies in developmental education classes to updates of ongoing initiatives, such as the remodeled SOAR process and First Year Communities. Organizationally, DEC reports to the vice presidents for academic services and student services and brings recommendations on policies and initiatives related to developmental student success to the College Council. Major groups represented on the Developmental Education Council as of AY 2012 have changed somewhat since its inception in 2008FA. *See Figure 23.*

Criterion Two

Figure 23: Organization of the Developmental Education Council.



The forum provided by the DEC is a quintessential Parkland example of grassroots cross-departmental conversations about student learning and success that led to action. The dialog at DEC meetings flows from a keen awareness of the college mission, strategic plan, performance indicators, knowledge of the teaching and learning in the classroom, concern for student development needs, and a culture of data-based decisions.

➤ **Learn more about the history and details of DEC functions.**

➤ **Learn more about the timeline of major developmental education initiatives.**

What follows is an example of how dialog enters the planning processes and emerges as a program initiative.

Milestones and Momentum Points

In fall 2009, an in-depth study developed by the Office of Institutional Accountability and Research titled

➤ **Using Milestones and Momentum Points to Follow Developmental Education Students at Parkland College** was presented before the Developmental Education Council. This study followed a fall 2006 cohort of first-time degree-seeking students who entered Parkland and were enrolled in two or more developmental

Criterion Two

courses. These students were tracked through three years tracing their attainment (or lack of attainment) of significant momentum points and milestones. The cohort comprised 390 students.

WHAT THE COLLEGE OBSERVED:

Some of the significant findings of the study included the following: 243 students (62.3 percent) were enrolled in three or fewer developmental courses while 142 students (32.8 percent) were enrolled in four or five developmental courses over the course of the study:

- Over half of the students in the cohort (55 percent) successfully completed between two and four developmental courses. However, 27 percent of the students (106) were unsuccessful in all developmental courses attempted.
- A large proportion of students in the cohort did not enroll in a gatekeeper English or math course. But those students who did had relatively high success rates, with 78.4 percent and 70.8 percent success rates in English and math gatekeeper courses, respectively.
- In terms of college-level courses, 60 percent of the students earned fewer than 15 college-level credits. A small proportion of students, 2.8 percent, did not attempt any college-level credit.
- Black non-Hispanic students made up 12 percent of Parkland's population in fall 2006, but black non-Hispanic students were disproportionately represented in the cohort at 34.9 percent.
- When black non-Hispanic students are compared with white non-Hispanic peers (the largest representation in this sample), the milestone/momentum point attainment proportion was consistently 15–20 percent higher for white non-Hispanic students.
- Of the 1,696 developmental courses taken by the 390 students in the cohort, 786 courses were successfully completed. This yields an overall course success rate of only 46.3 percent.
- In terms of transfer readiness, 15.9 percent of students in the cohort became transfer ready (earned 45 or more college-level credits). But only 3.1 percent of the students earned a credential (certificate or associate's degree) within the three-year observation period.
- Fewer than one-third of black non-Hispanic students passed a gatekeeper English composition course compared to almost 50 percent for white non-Hispanic students; 7 percent of black non-Hispanic students passed a gatekeeper mathematics course compared to 22 percent of white non-Hispanic students in the cohort.

HOW THE COLLEGE RESPONDED:

The findings of the study were sobering. DEC stakeholders recognized that while they had put many resources and much effort into improving the academic success of underprepared students through best practices in CAS and in developmental education programs, the stark results of the study were undeniable. This prompted thinking and action at different levels, leading to the formation of the First Year Experience task force.

Criterion Two

First Year Experience (FYE)

Starting in summer 2009, the FYE task force was charged with developing a conceptual framework and major initiatives to better ensure a successful first year for all students who enter Parkland as first-time degree-seeking students. The underlying assumption is that what is effective for all students would also provide good foundations for developmental students.

HOW THE COLLEGE RESPONDED:

The First Year Experience (FYE) rolled out in AY 2011 with the introduction of a revised extended orientation process with the following changes:

- face-to-face SOAR (Student Orientation Advising and Registration) programming
- additional SOAR online video components
- extended orientation through the first year
- a pilot Early Alert system
- enhancements to PSY 109: Educational, Career, Life Planning (college success course)

The FYE program also included First Year Communities (FYC). The pilot FYCs targeted students who began their freshman year with developmental placements, specifically at the CCS 099 (reading) and ENG 099 (writing) levels. The pilots in AY 2012 included Together We Achieve, an academy for black male students and a Health Professions community, designed to provide extra support. While results from the first **↔ Together We Achieve Academy** did not produce perfect outcomes, the college is pleased that the men in the community did better in English and CCS courses than their peers who were not in the community. The college collected data on the cohort and is making changes. The students reported in a focus group that the most important feature of the community was their relationships with their instructors. This element will continue to be strengthened, and a more rigorous schedule of intrusive study skills help and peer mentoring will be added to the fall 2012 cohort to try to improve success rates even further. The Health Professions link data are still being collected and analyzed at the writing of this document and will be examined before AY 2012.

P-20 Action Advisory Committee

The work of the P-20 Action Advisory Committee is another significant component in Parkland's planning processes for realistically preparing students for the future. Increasing the career and college readiness of students who graduate from area high schools should also lower the numbers of students who place into developmental course work at Parkland, thereby positively influencing the possibility of successful completions. Therefore, collaboration with the college's partners in the K-12 systems in District 505 is crucial. As an example of such collaboration, the college created **↔ Guiding Middle and High School Students toward College** as part of its effort to communicate the importance of college readiness as soon as possible so that a student might better prepare for transferring to a two- or four-year school. The college's Strategic Plan 2010-2015 further outlines ways to prepare students for higher education, stating, "by 2015...Parkland will be the 'gateway to higher education'

Criterion Two

for individuals, employers, employees, and K–12 students.” The 2010–2015 goals and strategies include the following:

- A5.** Effectively respond to the educational, financial, and support needs of an increasing number of students who are not prepared or are underprepared for college-level work and/or who are at risk.
- B2.** Expand articulation and dual credit courses with District 505 schools to facilitate students’ transitions to post-secondary education.
- B4.** Concentrate on communicating and marketing the opportunities, outcomes, and benefits of Parkland College to its P-20 partners, parents, alumni, and the greater community.
- B6.** Aggressively market programs of study that meet the employment needs of the community and the interests and talents of students.

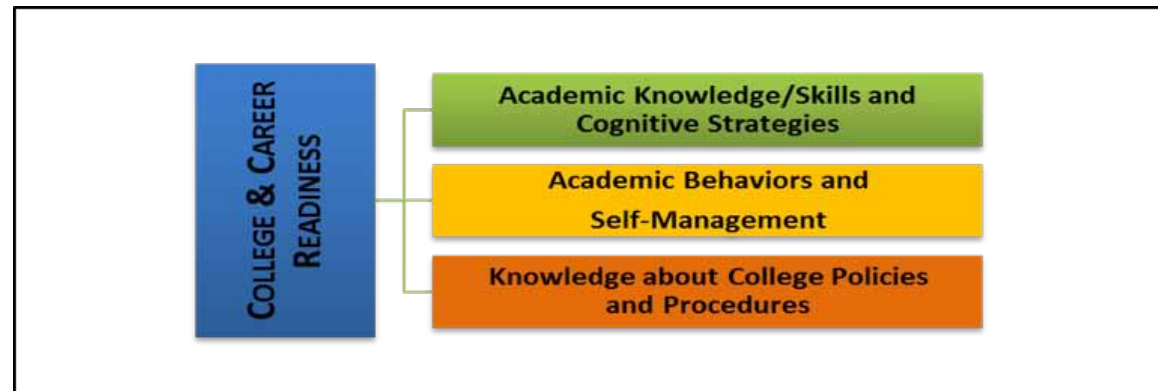
The P-20 Action Advisory Committee began in 2005 as the P-16 Initiative with a focus on connections with high school faculty and specific curricular issues, stressing the acquisition of the essential academic skills of reading, writing, and mathematics. This focus was based on the fact that a large percentage of first-year students at Parkland from area high schools placed into developmental reading (approximately 36 percent), writing (approximately 40 percent), and math (approximately 70 percent) courses. The focus was later expanded to include the natural sciences as assessment data showed that students were not ready for the academic rigor of Science, Technology, Engineering, and Math (STEM) courses/programs. Until 2010, the formal work of the P-16/P-20 committee focused primarily on basic academic skill preparation. [↔ More information on the P-20 committee’s work between 2005 and 2010 is available here.](#)

WHAT THE COLLEGE OBSERVED:

However, internal Parkland data from support assessment, the Office of Institutional Accountability and Research reports, and national studies demonstrate that readiness for college goes beyond academic skill preparation. Information about college entrance policies and procedures, knowledge of the culture of college, possession of self-management skills, and a clear sense of academic/vocational direction are equally essential in ensuring a seamless transition into post-secondary education and completion of academic programs. A more comprehensive and coordinated approach to P-20 outreach was needed, as illustrated by *Figure 24*.

Criterion Two

Figure 24: Essential components of college readiness.



Source: Adapted from the work of David Conley

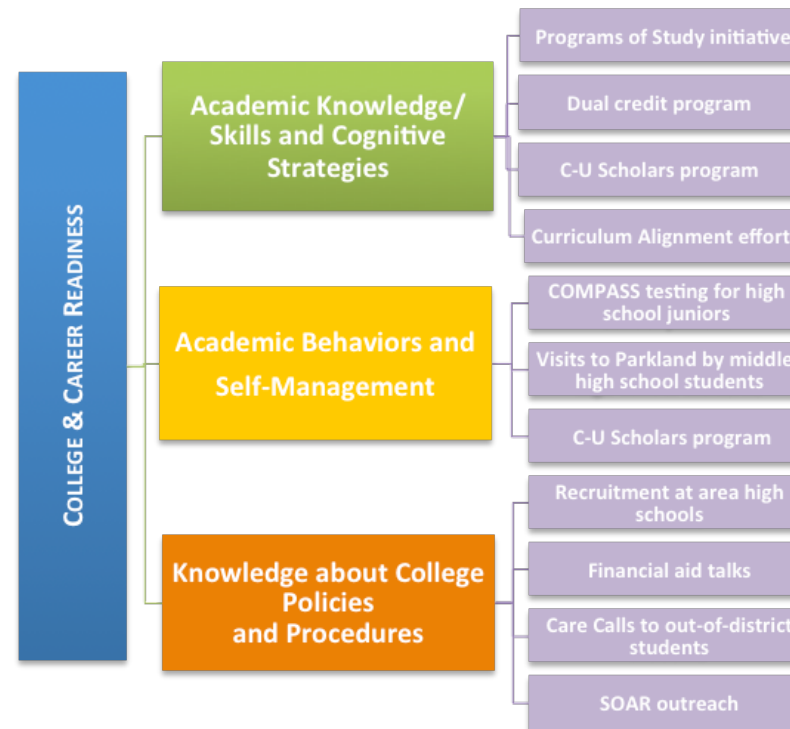
HOW THE COLLEGE RESPONDED:

To this end, the P-20 Committee was restructured in spring 2011 as the P-20 Action Advisory Committee, a body that facilitates information sharing, coordination, and partnerships for initiatives among college units that undertake outreach to area school districts to promote college and career readiness. P-20 has to be a multiprong effort drawing upon the strengths of both academic services and student services departments. Committee members represent departments responsible for P-20 work, the major components of which include the following:

- Recruitment at local high schools (Admissions; Career Programs)
- Financial aid talks in area high schools (Financial Aid)
- Visits to Parkland by Unit 4 middle schools and high schools hosted by academic departments (CSIT, FAA, Natural Sciences, EST) and arranged through Admissions
- COMPASS assessment for high school juniors (Assessment Center)
- Programs of Study for career and technical programs (started 2010)
- Dual credit programming
- Care Calls to out-of-district students (started in summer 2009)
- First Year Experience program including information outreach to new students, orientation of new students, Early Alert, First Year Communities, PSY 109: Educational, Career, Life Planning (college success course)
- Partnership with C-U Scholars program, a program sponsored by the Champaign-Urbana Schools Foundation
- Dialogue and action plans with Unit 4 high school faculty (started with a symposium held at Parkland College in April 2011). *See Figure 25.*

Criterion Two

Figure 25: College and career readiness chart.



One major challenge in P-20 work stands out. There are as of yet no mechanisms set in place to measure the effectiveness of these efforts beyond enumeration of the number of participants in programs. Without clear data, the college cannot improve ongoing efforts or develop new strategies.

Student Success and Completion (Retention) Plan

Parkland's work in retaining students and guiding them toward academic success is another college-wide effort that is intimately interwoven into its planning processes. Since the late 1990s, official planning for retention has been under the purview of the Enrollment Management Team (EMT). The EMT includes representatives from all divisions across campus; studies issues related to student enrollment; provides guidance to the college concerning policy and procedural changes to increase enrollment where capacity exists; and strives to boost student satisfaction and success.

The EMT addresses the following recruitment and retention issues that have emerged from assessment data, in smaller work groups:

- meeting the needs of a growing Latino/a population in the district
- assisting students who transfer without completing degrees

Criterion Two

- developing and maintaining partnerships with four-year schools that accept up to 80 community college transfer hours
- diversifying the student population in certain career programs and at the highly selective University of Illinois at Urbana-Champaign
- coordinating students' first-year experiences *See Figure 26.*

Figure 26. Enrollment Management Team work groups, 2005–2010.



Over the past decade, the overall approach in planning and implementing retention efforts has evolved, but the goals of student enrollment, retention, and credential attainment have remained at the center. The decade began with college-level retention planning through an EMT retention subcommittee which comprised representatives from across the college. In the second half of the decade, the EMT chose to address recruitment and

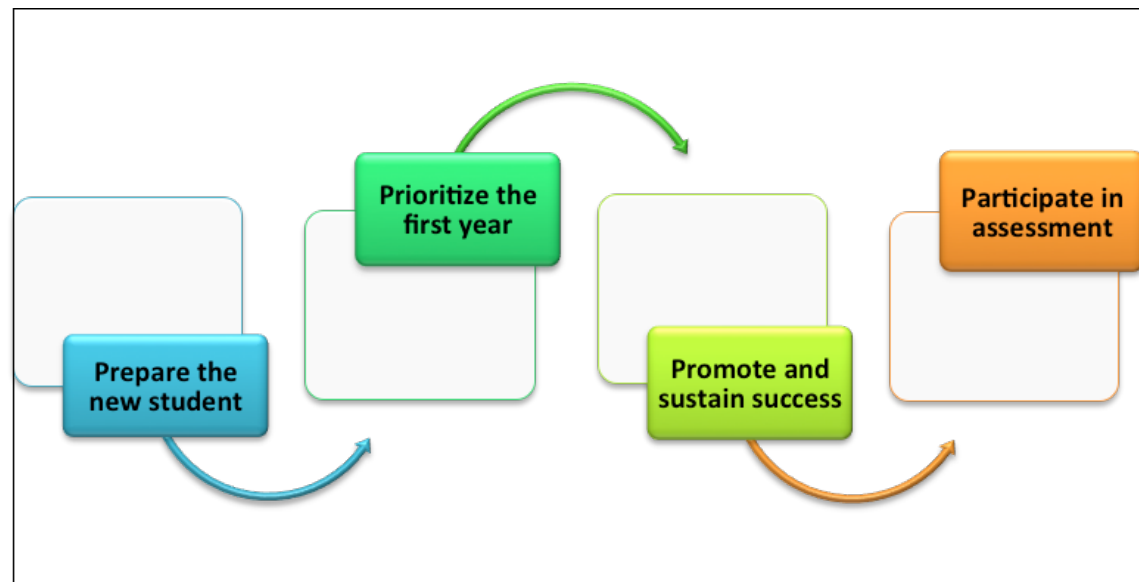
Criterion Two

retention issues that emerged from assessment data in smaller work groups. [↔ For more on the history of EMT's role in retention planning, click here.](#)

Student Success and Completion Plan

The current national emphasis on the completion agenda for community colleges has affected the college's thinking and planning on retention. How community colleges define success must go beyond the traditional measurements of enrollment numbers, course retention, and student persistence. The college's internal cohort tracking data, which employed progression metrics of momentum points and milestone achievements (see Criterion 2c), helped the college broaden its perspective on enrollment management to include a strategic emphasis on success and completion. College-wide discussions of these data, drawing upon research-tested models, nationally recognized best practice, and internal expertise, led to a new Student Success and Completion Plan comprising four strategic priorities and action proposals. College Council passed the plan in May 2012. *See Figure 27.*

Figure 27. Overview of the four-part student success plan.



The plan provides a strategic framework to encompass some of the enrollment/recruitment and retention interventions already in place in the college. But the plan also specifies the introduction or expansion of different strategic interventions. *See Table 5.*

Criterion Two

Table 5. A more specific breakdown of the four strategic goals of the student success plan.

Strategic Goal One: Prepare the New Student

- Enhance information dissemination for prospective students and newly admitted students.
- Develop effective and timely preparation for placement tests.
- Examine current assessment tools used for placement.
- Continue and expand P-20 outreach initiatives and partnerships.
- Review college policies and processes.

Strategic Goal Two: Prioritize the First Year

- Expand First Year Communities.
- Redesign developmental mathematics using a two-track approach (general education track and STEM/business track).
- Accelerate or fast-track students in developmental classes.
- Expand the role of PSY 109: Educational, Career, Life Planning (college success course).
- Implement use of individual college academic plan as standard advising practice.
- Extend orientation through the first year.
- Extend minority student success initiatives.
- Develop and implement peer mentoring programs.
- Encourage faculty/staff professional development around first-year success issues and challenges.
- Design leadership and support positions to implement, assess, and improve strategic interventions for first-year success.

Strategic Goal Three: Promote and Sustain Success

- Expand Early Alert and Intervention.
- Build on the learning assistance services offered through the Center for Academic Success.
- Expand opportunities for student engagement.
- Encourage student participation in TRiO/Student Support Services programming.

Strategic Goal Four: Participate in Assessment

- Use data to direct decisions and changes.
- Use progression metrics to measure effectiveness of actions.
- Work closely with Office of Institutional Accountability and Research.

➤ [More information about the Student Success Completion Plan is available here.](#)

➤ [The lessons learned from 2006FA, 2007FA and 2008FA Cohort Tracking Data are described here.](#)

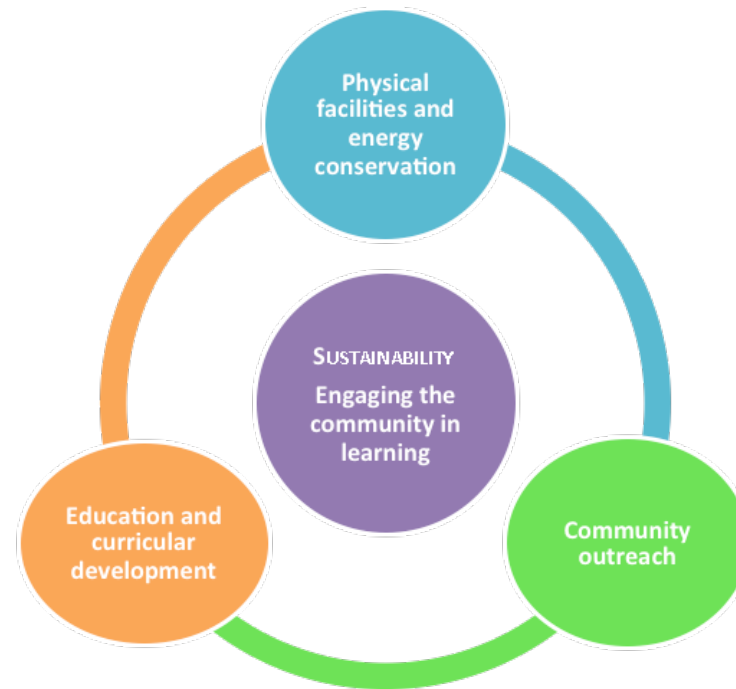
Plans for Campus Sustainability

Parkland College recognizes the importance of planning for sustainability, and the college's planning documents clearly reflect this. In its vision statement from the [➤ Strategic Plan for Excellence 2010-2015](#), the college explicitly states the following: "We will embrace our role in creating a more sustainable environment and implement sustainable practices through management of our physical resources, curricular development, and in

Criterion Two

outreach to the community.” Using participatory, consensus-based processes, sustainability planning and action at Parkland cover three major components: physical resources, education and curriculum, and community outreach. See Figure 28.

Figure 28: Organization of Parkland College’s campus sustainability efforts.



Evolution of Sustainability as a Campus Priority

The evolution of sustainability as a campus priority is an excellent example of how consensus-based planning works at Parkland. In 2002, Parkland College placed language in its governing documents regarding environmental awareness. However, for the next five years, beyond recycling efforts, there were few concrete actions in place to further sustainability. Campus-wide discussions about environmental and sustainability issues were limited.

HOW THE COLLEGE RESPONDED:

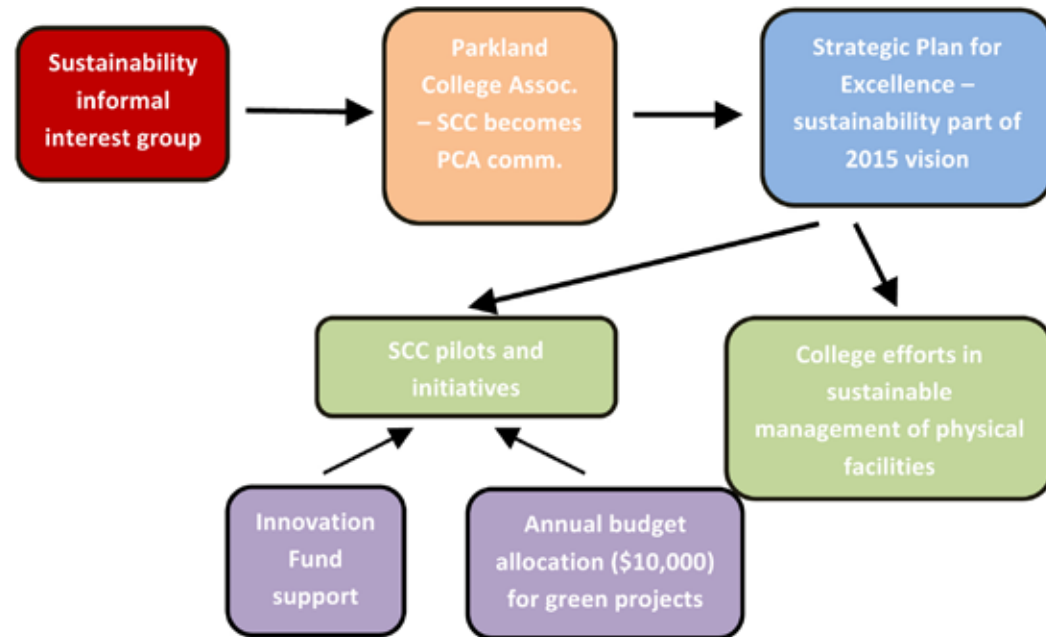
In 2007, a small group of faculty and staff initiated conversations around the desire to “green” Parkland. The sustainability movement was receiving considerable attention at other schools, and the need for similar work in promoting awareness and implementing sustainable practices at Parkland was evident. Discussions revolved around the best way to structure a working committee that would have visibility and be able to influence “green” action on campus. The group decided that such a committee should seek recognition through the

Criterion Two

Parkland College Association (PCA) as an official PCA committee, a goal achieved in 2009 with the formation of the Sustainability Campus Committee (SCC). The SCC, now a standing PCA committee, consists of members representing faculty, staff, students, and administration.

Parkland has expressed its commitment to sustainability in significant ways. In 2009, President Ramage signed the American College and University Presidents' Climate Commitment. The president also signed the Illinois Sustainability Compact in 2010 and included sustainability as a college goal in the Strategic Plan for Excellence in 2010-2015. The SCC secured Innovation Fund support for sustainability-related proposals in FY 2010, FY 2011, and FY 2012. The funded projects saw the installation of new recycling bins, occupancy sensors in classrooms and bathrooms, hosting of a sustainability film festival, and a pilot paperless classroom project. Altogether, the funding received for these projects came to \$126,170. In addition to funds obtained through the competitive Innovation Fund cycles, the institution has also committed an annual sum of \$10,000 (through the office of the vice president for academic services) for SCC projects beginning with FY 2012. *See Figure 29.*

Figure 29. Development of Parkland College's campus sustainability vision.



Since its inception, the Sustainability Campus Committee (SCC) has improved awareness of sustainability by implementing sustainable practices and encouraging sustainability-related curriculum. Its achievements include the following:

Criterion Two

- **2009:** Upon the recommendation of the Sustainable Campus Committee, President Ramage signed the American College and University Presidents' Climate Commitment (ACUPCC). ACUPCC signatories commit their colleges to work to reach climate neutrality as soon as possible through the preparation of a climate action plan. **↔ Parkland's Climate Action Plan** describes the broad goal of reducing campus greenhouse emissions at Parkland over time to near zero and lists specific actions that will be put into place to reach that goal.
- **2009:** Completed first campus greenhouse gas emissions inventory
- **2009:** Established duplex printing as the default setting for printing orders through the campus print shop
- **2009-2010:** The Parkland Reads program chose *Garbage Land: On the Secret Trail of Trash* as its book for the year. Author Elizabeth Royte was hosted on campus to speak with faculty and students.
- **2010:** Held a campus-wide Earth Week that included presentations and activities, with a different focus each day: trash, landscape, energy and transportation, food, green fair, and Earth Day Battle of the Bands. Student sustainability group grew basil and other herb seedlings to give away (Innovation Fund grant).
- **2010:** Purchased and installed occupancy sensors (Innovation Fund grant of \$50,000)
- **2010:** Purchased and installed bicycle racks
- **2010:** Involved in discussions for LEED certification of new buildings in the current Master Campus Development Plan
- **2010:** Purchased and now use greener cleaning products and products with recycled content
- **2011-2012:** The proposal *The Paperless Classroom* was selected for funding through the Innovations Fund in FY 2012. This pilot linked sections of BIO 104: Environmental Biology with PHY 120/129: How Things Work. Students use Apple iPads while they learn specifics of conservation in biology and alternative energy in physics.
- **2011-2012:** Parkland Associate Professor Don Bergfield was selected as a Faculty Fellow in the Academy for Entrepreneurial Leadership at the University of Illinois at Urbana-Champaign, to implement his proposal to redesign the curriculum of AGB 103: Introduction to Crop Science so that it emphasizes approaches to sustainable farming. Classroom theory will be complemented by small organic farm development on a plot west of the main campus. This unique project integrates sustainability with aspects of entrepreneurship and service learning.
- **2011:** Installed a green roof off of the library
- **2012:** Submitted the Climate Action Plan (for climate neutrality) to ACUPCC in 2012
- **2012:** Sponsored a variety of events in honor of Sustainability Month (April) including a **↔ Sustainability Film Festival**. Parkland College hosted a series of seven films with sustainability themes, each of which was facilitated by a Parkland College faculty member and/or Sustainability Campus Committee member. Also, four informational sessions were held in the Center for Excellence in Teaching and Learning.
- **2012:** Installed four bottle refill stations

Criterion Two

Future Plans for Campus Sustainability

While the Sustainability Campus Committee has been successful in developing a campus-wide awareness of sustainability issues and practices, the committee believes that, moving forward, the college would benefit from appointing a sustainability point person with sufficient expertise and reassigned time to sustain the committee's vision and coordinate the growing number of initiatives.

Datatel Migration

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission. However, without a stable, comprehensive, and reliable means to record data and allow for college-wide communication, this mission cannot be achieved. Yet, moving an entire campus from one management system to another is no simple matter. Doing so successfully involves input from, and training for, all members of the college.

Parkland College began to plan for the move from the SIS Plus system to Datatel, a complete Enterprise Resource Planning (ERP) management system through an integrated software framework, in 2008. SIS Plus, the primary method of tracking institutional data, had been significantly customized over time by the college's programming staff. Additionally, Parkland staff had developed stand-alone web-based systems to serve student needs. The legacy system was modified to reflect developing best practices in serving students; however the overall technical support for the system was due to retire in 2012. Moreover, new federal and state requirements for data, especially separation of financial and personal records, required a system that would maintain this content in controlled restricted fields. Finally, the newer ERP systems reflect new industry standards, allowing for better integration of student and financial information, and enabling the college to more deeply mine this information and make data-driven decisions.

The college allocated a significant sum of money to fund the change, and the original cost was included as part of the Master Planning Funding Plan for the college. The initial estimate covered the purchase of the core system and additional software packages. The college also identified a plan for additional software purchases, server upgrades, and ongoing maintenance of the system. Parkland's migration from the legacy system into the ERP management system consisted of four overlapping phases:

- **2006 to present:** Planning and establishing a centralized group of staff overseeing the planning team and user groups
- **2008:** Financial and payroll: implementation
- **2010:** Student information system: implementation
- **Ongoing:** Supplemental—additional software implementation

Lessons Emerging from Migration

One major lesson Parkland has learned as a college is the importance of understanding how intricately processes in the system are connected to each other. Since the system is fully integrated, changes made in one area of the college may impact a process in another area. One example of this would be in the payroll or

Criterion Two

Assignment Contracts (ACO) area. The ACO is a date-driven system that requires all the information be completed in a cycle with time constraints. Under the legacy SCT Plus information management system, department chairs had a longer time period to prepare faculty load reports; however, the Datatel ACO system requires that this be done in a live environment and quickly. Faculty load reports have to be submitted within two to three days of the start of instruction. Coordinating the new time constraints with the flexibility sometimes needed in decision-making related to section offerings, enrollment numbers, and instructor availability posed significant challenges that required not only creativity and persistence but also the development of different processes.

The college has become keenly aware that all future decisions related to the calendar, student processes, and financial decisions require careful, methodical consideration of the possible impact on all areas of the college. While an ERP system like Datatel promises a unified solution, the reality is that these systems require constant upgrading and additional software packages. Since the nature of software updates in today's world requires almost constant beta testing, there have been issues with integrating newer updates of one piece of the system—the e-Commerce or business function—with the general registration and report functions within the system. The delivery of these updates does not allow for a complete testing environment to identify possible problems, and as a result, several of these updates have been delayed. In general, the college has been using a six-month window to allow for issues to be fixed before installing.

Examples of this would be the scheduling software, S 25 R 25 (College Net), which enables the class schedule to be built, and WCMS (Ektron), which provides a development tool for constructing the college website, a recruiting tool for the college. Initial implementation and installation are now completed, but updates to both the core system and the supplemental system are time-consuming and have not always been automatic due to time lags in software updates. Programming staff are required to track updates to the software packages and make sure that updates are synchronized with other updates to the Datatel system.

The system allows for mining of data across the college and enables Parkland to make data-driven decisions. The communication management tools have been utilized most efficiently by the Financial Aid office, which has reported new and increased efficiencies in preparing, verifying, and awarding student aid. Parkland's level of financial records reporting is superior now to what was available under the old system. The ongoing implementation process has generated good conversation and education about how Parkland College serves students in all stages of their interactions with the college.

The college is engaged in learning about the system, especially as new products and product enhancement take place. While the initial discussions about access and parameters helped define the system, this discussion needs to continue as the college blends its processes with the goal of serving its students and evaluating and improving processes.

Criterion Two

WHAT THE COLLEGE OBSERVED:

After nearly two decades of operating with the legacy SCT Plus information management system, the majority of Parkland employees perceived disruption during and after the transition to Datatel Colleague. Owing to the quiet work of a highly technical and talented IT staff through the years, Parkland employees belatedly learned that SCT Plus had been locally modified countless times to facilitate the unique aspects of Parkland operations. Because Datatel Colleague was being rolled out relatively unaltered, and because the architecture of Colleague does not easily permit local modifications, many Parkland employees expressed mild to extreme dissatisfaction with the product, and some expressed frustration regarding those who made the decision to purchase it and those whose job it was to implement it.

While it is true that many employees experienced confusion and frustration executing tasks that had been nearly automatic in SCT Plus, it is also true that all of the most fundamental functions of the college were delivered without disruption: payroll was on time and 100 percent accurate, students were enrolled and registered, and students received grades all within the published time frames. Executive leadership and the Datatel CORE team had prioritized the correct delivery of these basic functions. While these functions also had implementation challenges, these were largely unknown amongst the greater Parkland employee group.

HOW THE COLLEGE RESPONDED:

In the SCT Plus era, employees were accustomed to requesting and receiving modifications by simply contacting IT and explaining their needs. By early fall 2010, with all of the major components of Datatel installed and operating, the number and variety of requests sent to IT to modify or otherwise improve the system were overwhelming. Employees grew additionally frustrated that their requests were not being addressed.

Following the going live of the student information system, the college and Datatel met to discuss some difficulties with the migration. At that time, the college entered into a separate agreement with Datatel to develop a three-year program to address some of the issues.

The college allocated the task of overseeing this audit of the system and planning for the purchase of additional consulting and software services to the vice president for institutional advancement. The vice president changed the name of the CORE team to Colleague Management Team to reflect the collaborative nature of the process going forward. Datatel consultants developed a system to plan for focused consulting visits and provided detailed reports on the specific issues addressed. The Colleague Management Team updates the audit list, adds new items as they come up, and works collaboratively to ensure processes are fine-tuned to aid faculty, staff, and students.

The staff developed a comprehensive list of issues with the system using the committee structure established for the migration process. The vice president developed a matrix which created a hierarchy of needs based on financial, legal, and support issues. Datatel responded to the plan with a proposed course of action, and the vice president and team revised and outlined a three-year program which included consulting and software purchases. This plan was delivered in spring 2011 and is being followed at present. Execution of the plan is being supported by an additional \$240,000 in budget allocations, but there is flexibility within the planning

Criterion Two

document to make changes either to consulting or purchasing decisions. The vice president and members of the programming staff have regular meetings with Datatel management to discuss the status of the action plan.

A series of “Colleague Coffee Hours” was initiated in summer 2011 so that Parkland users could gather and exchange tips and give presentations to one another. The “Coffee Hours” continue as do organized, targeted trainings such as those the Center for Excellence in Teaching and Learning developed and presented in fall 2011.

The transition to Datatel Colleague has been viewed as disruptive by most Parkland employees, especially in student services. While every school that transitions to a new system experiences a similar set of frustrations and distractions, Parkland acknowledges this event as one that impacted employee morale since the last self-study. With the introduction of a vice president as a clear leader of the process, a renewed emphasis on training and sharing of “tricks” in Colleague, and a shrinking (instead of growing) “to-do” list, Parkland’s efforts to address the concerns of employees have resulted in a gradually improving daily working environment.

Strengths and Challenges

The self-study identified the following strengths and challenges:

Strengths:

- In a time of great financial upheaval, Parkland College has been able to sustain significant shifts in the state budget without sacrificing quality in its programs or learning environment.
- Parkland’s highly qualified faculty and staff have learned, as a direct result of this self-study, how better to collect, analyze, and utilize data to serve its diverse student body. Evidence of this is especially manifest in analysis of its developmental courses and programs.
- Parkland’s planning process is comprehensive and effectively communicated to its college constituents. All units and areas of the college have input to both the strategic plan as well as to the annual operating planning process.
- Parkland’s assessment practices are in concert with nationally recognized best practices for academic and support assessment. Its participation in the beta-version of the nationally benchmarked Voluntary Framework for Accountability is evidence of this.
- Parkland College makes intentional use of institutionalized evaluation and assessment for continuous improvement and conscientiously allocates resources to support the college programs.
- Parkland is preparing for future challenges and opportunities by developing change initiatives in response to institutional research.

Criterion Two

Challenges:

- Though the college has improved in utilizing data, there is much work to do to incorporate data into daily processes throughout the college. The college has integrated this priority into its 2012-2015 Strategic Plan, and, as of the writing of this document, is actively working towards continuous improvement in this area.
- Parkland's performance indicators need to undergo more review and revision based on information learned from Parkland's participation in the Voluntary Framework for Accountability and its own internal assessments. The performance indicators have been in use for more than 10 years and need to be studied and revised to better address the changing demands of Parkland's constituencies. As of the writing of this document, that process has begun and will be a priority during AY 2013.
- Parkland struggles to keep up with some of the challenges that accompany increasing numbers of out-of-district students who come to Parkland underprepared for college-level courses. This population is increasing while efforts to help these students are increasingly expensive and difficult to sustain. Parkland will continue in its efforts to track and serve these students.
- New developments in state and federal regulations (especially in the areas of financial aid and enrollment data management) require more staff time and resources to keep up with frequent changes.

Criterion Three

CRITERION 3: Student Learning and Effective Teaching

Parkland College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Parkland College's commitment to its educational programs is the centerpiece of the college and the primary way the institution fulfills its mission. Parkland confers three categories of degrees: transfer (AA, AS, AES, AFA), career (AAS), and personal improvement and self-understanding (AGS). The college also offers 85 certificates associated with career fields. These numbers evolve as Parkland responds to the needs of the community it serves. Parkland's purpose statements clearly emphasize these college goals:

- prepare students to transfer successfully to four-year colleges and universities
- prepare students for technical and vocational careers while meeting the changing needs of students, businesses, and industry
- provide developmental programs, courses, and services that prepare students to successfully pursue college-level work
- provide services, training, programs, and resources to the public and to business, industry, agriculture, and labor that promote the intellectual, cultural, and economic development of Illinois Community College District 505

This chapter discusses how Parkland fulfills its educational mission through quality teaching, assessment of student learning, cooperative learning environments, and educational resources.

Core Component 3a

Parkland College's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Since the last accreditation visit in 2002, Parkland College has been working to foster a college-wide culture of assessment. Parkland's assessment process functions on three levels: course level, program level, and institutional level. Each course must have an assessment plan; all Course Information Forms (CIFs) record learning outcomes; and each instructor determines the best method for assessing the outcomes. At the program level, many courses, especially those in career and technical fields, have stated program goals for students completing a particular program or certificate.

New Courses and Programs

Parkland's established assessment process emphasizes the need for a clearly articulated assessment plan before a course or program can be approved. Any new course or program must be approved by the Curriculum Committee and the vice president for academic services. Faculty proposing new courses must complete a Course Information Form (CIF) that includes stated learning outcomes and assessment measures. Faculty proposing

Criterion Three

new programs also must complete an assessment plan to be approved by the chair of the Academic Assessment committee. Existing and new courses seeking official General Education status (according to guidelines set by the Illinois Articulation Initiative) must also be approved by the Curriculum Committee and the vice president for academic services and are assessed by the Gen-Ed subcommittee on a five-year cycle corresponding to ICCB assessment. All courses' Course Information Forms are available to faculty on Parkland's portal. *See Figure 1.*

Figure 1. Overview of Parkland College's creation process for new courses and programs.



Parkland College files documents every year with the Illinois Community College Board that detail courses and programs that have been both added (approved by ICCB) and withdrawn. Since 2002, 88 new programs have been added, and 16 withdrawn. Changes in industry needs led to the withdrawal of nine of these programs. The remaining seven were officially withdrawn, but content was revised and subsequently merged into new or existing programs in order to better meet student and local industry demand for a skilled workforce. In the same time frame, 902 courses were approved and 323 were withdrawn. Courses are withdrawn for a myriad of reasons; however, the majority of the courses withdrawn by the college are done so in order to change the course's title, number, and credit hour. On average, the college discontinues only 2–3 courses per year.

➡ Find more details on the course master file here.

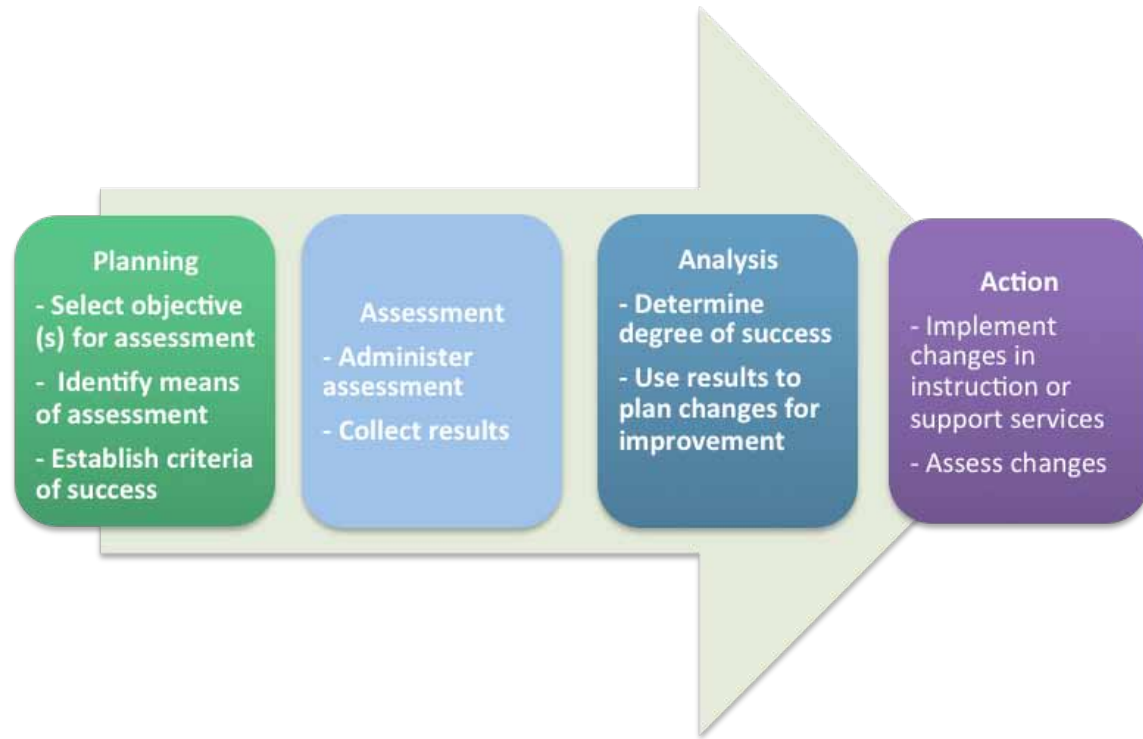
➡ Find more details on the curriculum master file here.

Assessment of Courses and Programs

To more effectively record the assessment processes of all courses and programs, Parkland purchased WEAVE, a nationally recognized database, to help organize and maintain assessment information. Parkland began implementing WEAVE college-wide in fall 2010. The goal of this system is to help support the assessment cycle the college uses at both the program and course levels. *See Figure 2.*

Criterion Three

Figure 2. Parkland College assessment cycle at the program and course levels.



While the WEAVE database is not yet fully populated, academic departments and student services units are using the database, and all assessment records are being transferred.

Representative examples of improvements based on recent academic assessment information include the following:

Computer Science and Information Technology

CTC 110: Computer Technology Center was created as a direct response to assessments indicating that 70 percent of students concurrently enrolled in CCS 098: Critical Comprehension Skills were not succeeding in CIS 101: Introduction to Computers. It was clear that CIS 101 required a higher level of reading and writing competency as well as some familiarity with technology. CTC 110 is a simpler version of CIS 101 designed to serve students with no technology backgrounds and with reading/writing levels below college level. By supporting two introductory courses, one for nontechnical students (CTC 110) and one for technical students (CIS 101), the department is addressing the issue of placement of students into the right courses which should help with retention. Course retention in CIS 101 has increased by 10 percent since 2007 (according to IAR retention data).

Criterion Three

Humanities

The Humanities department engages in ongoing discussions of collected student essays, evaluated with a **↔ Primary Trait Analysis**, and makes changes as needed based on samples of essays from across sections of courses. The Primary Trait Analysis serves as an important tool for the department to help with inter-rater reliability and is used extensively as an assessment tool by full- and part-time instructors. Findings from annual assessments of composition courses have resulted in the creation of a composition database for sharing assignments, discussions about articulation of skills at regular departmental meetings, and consistency of expectations among faculty about what is expected from one level to the next. Additionally, based on AY 2012 assessment data, Developmental Composition faculty members (both full- and part-time) are in the process of creating a more structured common syllabus to directly address some of the dominant themes from the most recent thorough evaluation of student essays.

Natural Sciences

The Natural Sciences department changed its method of assessing student learning following a college-wide assessment discussion, led by guest speaker Dr. Doug Eder in 2009, so that it has shifted from a focus strictly on course clusters to a focus on assessing students in labs for both life science courses and physical science courses. The department now examines students' abilities to solve problems, according to Parkland's General Education objectives, "by collecting and evaluating facts and using methods of scientific inquiry" during labs. The department developed a master rubric and regularly discusses results from student work during departmental meetings, professional development days, and preparation weeks.

Mathematics

The Mathematics department found that students earning a C in MAT 098: Intermediate Algebra are not likely to succeed in MAT 124: College Algebra or MAT 126: Precalculus Mathematics. Tracking core questions on their final exam and low student retention data, the department changed the prerequisite grade for MAT 124 and 126. Students are now required to earn a B or better in MAT 098 and MAT 099: Accelerated Intermediate Algebra. The department uses a set of common core final exam questions, and it has seen improvement on the common core exam questions. While the department is still working to improve student outcomes to meet benchmarks by working consistently to refine the core questions and the pedagogy, the following results were noted:

Average of percents earned on set of common core final exam question data for MAT 124:

- Fall 2010: 44.00 percent (n = 115) before change
- Fall 2011: 50.32 percent (n = 93) after change

Average of percents earned on set of common core final exam question data for MAT 126:

- Fall 2010: 42.35 percent (n = 28) before change
- Fall 2011: 52.36 percent (n = 24) after change

Criterion Three

Fine and Applied Arts

The Fine and Applied Arts department developed the Speech Lab in response to assessment findings. According to the 2007 Illinois Community College Board Five-Year Review of Oral Communications, students from underprepared and underserved populations often have the greatest difficulty overcoming the anxiety that stems from organizing and delivering a presentation. The review showed that in the previous five years, the average retention rate was 76 percent. The Speech Lab was developed in response to the assessment data as a way to increase retention in the course—a General Education core requirement—and to promote speaking across the curriculum by assisting students who are assigned oral presentations in other classes. Retention data for FY 2009 show retention improved over FY 2008 by 2 percent, the C or better rate increased by 3.2 percent, and the withdrawal rate decreased by 1.1 percent. One explanation of this could be student use of the Speech Lab. From its opening in 2008 through fall 2011, there has been a 2 percent increase in students earning a C or better, and the withdrawal rate has decreased by 2 percent.

Social Sciences and Human Services

The Social Sciences and Human Services department focused on CJS 218: Internship in Criminal Justice. After conducting a course-level overview of General Education objectives, the department identified two major objectives focused on in this course (Ethical Core Values and Understand Importance of Diversity). After reviewing the course content, the department discovered that these issues were discussed in depth, but there was not any form of assessment of these learning objectives. The outcome was that the Parkland College Work Ethics program was started in this class to supplement the lecture/discussion on both of these learning objectives. The final paper was modified to provide the students the opportunity for self-reflection on their own work ethics. In this paper the student has the opportunity to highlight two areas of strength and an area that needs improvement. The student must create a self-improvement plan to address the area of improvement.

Business and Agri-Industries

In the Accounting program, faculty assess their program outcomes and student learning utilizing a number of measures. For example, faculty recently assessed both the extent to which students could demonstrate their knowledge of financial statements and how well students could complete a 1040 federal tax form using Quickbooks software. For both of these items, about 10 percent of the students did not meet the minimum threshold established. Faculty reviewed the results of these and other measures and determined that while the students are very successful in meeting the basic objectives of the program, some improvement is still needed. After discussion, faculty established several changes to help the students who do not meet the minimum goals such as: 1) an increased emphasis on equity transactions and adjusting entries, 2) increased individual practice for students on tax returns, and 3) more in-depth coverage of perpetual inventory systems.

Criterion Three

Health Professions

The Health Professions department focused on one of the program assessment goals for the Surgical Technology program which states, “100 percent of SUR graduates will pass the National Certification Examination for Surgical Technologists for the first time taking the examination.” In 2011, the program did not meet this goal; in fact, it only had a 60 percent pass rate. In 2009, the surgical technology accrediting body, Accreditation Review Council on Education of Surgical Technologists and Surgical Assistants (ARCSTSA), required all accredited programs to administer the national exam to graduates within 30 days of graduation. Historically, certification was voluntary, and the Parkland pass rate was 100 percent, but many students did not take the certification exam because it was not a condition of employment. Faculty evaluated the areas that were failed most often on the certification exam and decided to incorporate additional modules for the difficult areas. These modules were incorporated in SUR 114: Surgical Specialties I, SUR 214: Surgical Specialties II, and SUR 135: Clinical Practicum III for the first time this academic year. In addition to the eight-week certification prep course, the students are now reviewing at different times during the year and completing the modules and worksheets. Although it is too early to report if there has been a positive impact on the national exam scores and pass rates, higher test scores and course averages have been observed as of the writing of this document. The students will take the national certification exam in July, and results will be analyzed at that time.

Engineering Science and Technologies

The Engineering Science and Technologies department has been measuring technical skills both with end-of-program assessment and employers’ technical skill feedback during formal internships. The department has been meeting its goals from both of these measures for several years. However, employer feedback on the survey form also asked questions about soft skills, including work ethics, teamwork, attitude, and appearance—skills which were not measured for assessment. Student interns were not succeeding as much in these areas. Elements of the Work Ethics curriculum were added to EST 114: Career and Technical Ethics and AFD 210: Automotive Work Experience Seminar. These were originally second-semester courses, but as of fall 2012, they will be moved up earlier in students’ curriculum, and survey data will be tracked from employers to determine the effectiveness of exposing students more directly to these skills early in their programs.

Strengths and Challenges of Assessment Plans

For this self-study, the criterion team did a thorough review and analysis of every program’s assessment plan and results. [↻ Review a full report here.](#) The findings included several strengths:

- More than half of the programs across the college are posting assessment reports each year—an increase of 5 percent between 2008 and 2011. This is impressive because not every program assesses every year; some programs are on two-year or three-year assessment cycles.
- Assessment reports migrated to the newly implemented WEAVE assessment database in 2010 to better

Criterion Three

streamline the report process and more closely link program assessment to Parkland's strategic plan, college mission, and student outcomes.

- The Assessment Committee's efforts to better support faculty and program directors/course coordinators in deciding what to assess and how best to assess have contributed to more focused assessment reports overall, as evidenced by the 5 percent increase in reports posted, program goals and objectives stated, and assessment methods specified.

Some challenges identified with consistent program assessment include the following:

- Migrating to the WEAVE assessment database in 2010 has been challenging for faculty and department chairs to learn and implement consistently. There is a learning curve involved with the implementation of any new system. Faculty are engaged in the learning process, and the Assessment Committee has helped with faculty mentoring through the use of Assessment Consultants. But more needs to be done to facilitate consistent use of WEAVE.
- Improving a culture of assessment by supporting faculty and department chairs to help them better integrate focused, purposeful assessment at the program and course levels.
- Doing more to help mentor faculty, especially program directors/course coordinators, to more consistently complete the assessment process by sharing assessment results with faculty and using the results to inform continuous improvement in programs.

Assessment of General Education Objectives

The Curriculum Committee is charged with regular review of the General Education objectives. This process occurs with the assistance of the chairs of the General Education Committee and the Academic Assessment Committee. In addition, each spring the General Education Academic Assessment Subcommittee examines the one General Education area (of five) being reviewed by the Illinois Community College Board Program Review cycle. The General Education Academic Assessment Subcommittee then makes recommendations to the Curriculum Committee to have faculty modify courses or discontinue General Education designation for courses not meeting stated objectives ([↪ Curriculum Procedures Manual](#)).

Parkland conducted an interdisciplinary assessment of General Education objectives over the past two academic years. As a result of the 2012 reaccreditation self-study, the General Education Assessment Committee renewed a conversation about writing across the curriculum in fall 2010. Faculty evaluated writing across the curriculum as follows:

- Faculty across the curriculum evaluated their writing assignments collectively in the Center for Excellence in Teaching and Learning.
- Cross-disciplinary discussions yielded several concrete suggestions for incorporating more clarity in writing assignments to increase consistency across the disciplines.
- Samples of student writing were evaluated by faculty from the sciences, English, health professions, and social sciences.

Criterion Three

- Faculty discussed revisions of assignments, as well as best practices of assignment design, as a way to improve student writing across the curriculum.

🔗 Learn more about the assessment and discussion of writing across the curriculum.

The college also conducted a campus-wide assessment discussion during AY 2011–2012 regarding all nine of its General Education objectives, yielding a master matrix of courses and the General Education objectives assessed in each one, as well as crucial discussions at the department and college levels about ways students are *learning* all nine objectives. *For more on General Education assessment, see Criterion 4b.*

Assessment and Program Review

In addition to the annual program/course assessment reports, the Illinois Community College Board conducts a 🔗 **regular cycle of assessment** for one of five General Education areas. The department under review each year looks at the previous five years of enrollment and retention data to assess the need, cost, strengths, and concerns of the discipline, as well as to assess the recommendations for improvement, unique innovations implemented, and areas of concern. In addition, cross-disciplinary review also takes place to evaluate how the General Education objectives listed in the college catalog are being fulfilled across the college.

For example, in the FY 2011 Program Review report to ICCB, the Occupational Therapy Assistant program (OTA) was cited for inadequate laboratory space in its 2006 accreditation. Temporary lab space was located in the L-wing to allow for the reaccreditation to be completed. This issue was alleviated with the movement of the OTA program to the newly-remodeled H-wing of the college (located on Mattis Avenue) in January 2009. In another example, the International Business Management Certificate made several program-level improvements based on the input from both instructors and students that involved adding a course (ACC 117: Accounting and Bookkeeping), requiring two courses that were previously optional (BUS 101: Introduction to Business and MGT 101: Principles of Management) and making two formerly required courses optional (MKT 101: Introduction to Marketing and BUS 250: Business Work Experience I). *For more about the last five years of Program Review reports, see the Resource Room.*

Executive summaries of the most recent departmental assessment results can be found on Parkland’s web-based 🔗 **Institutional Portfolio**. The Institutional Portfolio houses the most up-to-date assessment summaries for both academic and support assessment and provides the campus community and the public with concrete examples of student learning and development at Parkland College.

Criterion Three

Core Component 3b

Parkland College values and supports effective teaching.

Parkland College supports effective teaching by hiring highly qualified faculty, supporting the professional development of faculty, regularly evaluating faculty, and recognizing and rewarding faculty. Parkland further recognizes faculty and staff in their vital roles as designers of curriculum and facilitators of assessment of student learning; indeed, faculty and staff drive the teaching and learning environment at Parkland College. This section focuses on faculty and their role at Parkland College. *For more on the role of Parkland's academic and student services, see Criteria 1b and 1c.*

Strategies for Hiring Qualified Faculty

Almost all full-time faculty have master's degrees in the areas in which they teach. The exceptions to this include some faculty in career or technical fields where specialized certification and years of experience are regarded as more important than advanced degrees.

↔ Review a list of full-time faculty and their degrees/content areas.

↔ Review a list of Parkland College full-time faculty.

Parkland College is committed to hiring faculty and staff who mirror the student population in District 505. To that end, the college adopted language in its employment policies and procedures to encourage a diverse pool of applicants, and Parkland's board of trustees fully supports and promotes diversity to strengthen Parkland's core value of multiculturalism.

Evaluation of All Faculty

To ensure consistently high quality of instruction and a supportive, growth-oriented environment for both students and faculty, Parkland has made important changes in its process for faculty evaluation since the last site visit in 2002. The evaluation comes in two parts: 1) evaluation by students at the end of the course using the Class Climate evaluation and 2) evaluation by the department chair.

Student Evaluation

Students complete the ↔ **Class Climate evaluation** during class or online (depending on the delivery method of the course). Class Climate was revised with input from over 70 full-time and 55 part-time instructors who responded to a survey in Angel during spring 2007. Class Climate was implemented fully in 2010, and faculty were given ↔ **clarified instructions**. Faculty feedback on the revised evaluation process has been positive, and Class Climate has been a useful tool for getting feedback to faculty quickly and efficiently so they can make changes to teaching. However, faculty are given access to the students' evaluations early in the *following* semester, a provision which protects the integrity and anonymity of the student evaluators.

Faculty at Parkland College value student feedback and respond to student feedback by making changes in their teaching practices. Examples of this can be found throughout this chapter, but what follows are four concrete examples taken directly from instructors:

Criterion Three

- Toni Burkhalter, Natural Sciences: “I learned I speak very quickly . . . often too quickly for students to take good notes. After reading heartfelt pleas for me to slow down, I now put my PowerPoint slides online. . . . I now understand this isn’t students being lazy; I needed to offer these notes in advance of the lecture for effective learning.”
- Angela Gulick, Humanities: “Based on student evaluations, my course packet has become a bit more developed, particularly in the area of providing models and examples for students. I teach professional writing, and even though I thought I was providing adequate examples for students, the students’ evaluation comments suggested otherwise. Now, I keep my eye out for student-produced examples and am very grateful when students allow me to use their work in subsequent course packets.”
- Kelly Bails, Mathematics: “I change how I teach my course almost every semester based on student feedback. When I implement something new, I always ask students to comment on it on their final evaluations. For example, one year I required students to maintain a portfolio of all their work and class materials. I’ve received positive feedback on it and have continued to require portfolios in all my math classes. One semester, I had students turn in homework the day after it was assigned and on the end-of-semester feedback, students commented that they needed a little more time to completed the homework. Now, I assign the homework, give one class period to ask questions; then, it is due the next class period. In one class I provided a typed outline of the lecture notes with all of the problems I planned on covering during the lecture. Students commented that they liked that they only needed to ‘work the problem’ with me, had much less to copy, and could spend more time focusing on what was being said/done in class. Since that time, I have provided lecture notes in all my classes.”
- Travis Sola, Social Sciences and Human Services: “One specific change that I made from my student evaluations was for a research article assignment in PSY 205: Introduction to Social Psychology. The first time I tried the assignment, some students reported in the evaluations that they were not given enough guidance or didn’t know how their work was evaluated. Based on this feedback, I re-worked the assignment guidelines to include a general outline of the paper; explicit discussion of plagiarism and how to avoid it; examples of how to summarize, paraphrase, and cite sources; a grading rubric; and tips for how to read research articles. My revisions to the guidelines were greatly aided by working with Angela Gulick in the Writing Lab and Jane Smith in the library.”

Departmental Evaluation

The PAE contract calls for a regular review of the **GO evaluation policies and procedures** as well as the student evaluation form. During even numbered years, the vice president for academic services is charged with forming a committee to do that. Following AY 2006, a discussion in the Center for Excellence in Teaching and Learning focused attention on faculty concerns that the evaluation instrument was no longer reflective of current best practices in the evaluation of teaching and learning. Conversations with the vice president for academic services contributed to the creation of the Faculty Evaluation Task Force. The task force was asked to accomplish the following:

Criterion Three

- research changes in teaching and learning
- review the current evaluation system
- consider the evaluation process as a whole with consideration for faculty development from pre-tenure review through post-tenure
- review inputs to evaluation from student evaluations, department chairs, and academic assessment

In 2008, the Faculty Evaluation Task Force recommended the following revisions to the faculty evaluation process:

- Faculty should complete a professional development plan at the beginning of the process to help drive the evaluation.
- Emphasis should be placed on documenting solid teaching and learning; professional growth; and service to the department, college, and community.
- Faculty should complete a pre-evaluation conference with the department chair to present the professional development plan before the faculty member is evaluated.
- Evaluation tone should be geared toward suggested improvements in teaching and in service to the college community.

Professional Development Opportunities and the CETL

Parkland's Center for Excellence in Teaching and Learning has been a centerpiece of the college since its inception in 1994. It is an active and creative learning center that facilitates quality teaching, student learning, and excellence in the workplace. The Center empowers professionals to address challenges while fostering the scholarship of teaching and student service. The Center is driven by faculty and staff, with strong support from the administration of Parkland College. After former President Zelema Harris proposed the idea for a faculty center in 1991, a team of faculty designed a center to address the ever-changing needs of faculty and staff at the college. Guided by the Professional Development Committee, a subcommittee of the Parkland College Association, the Director of the Center for Excellence in Teaching and Learning coordinates and implements programming for the development of *all* professionals at Parkland College.

Parkland's Center for Excellence in Teaching and Learning has greatly impacted faculty and staff development and student learning, as evidenced by results of continuous feedback, numerous surveys, and analysis projects through Parkland's Office of Institutional Accountability and Research. Attendance at all events is tracked, and feedback forms are available and returned for every session. Session leaders receive comments on their sessions, and opportunities for professional development are decided largely based on participant feedback.

The Center facilitates all-college learning and development with a wide range of programming including a year-long orientation program for new faculty and staff; sessions on Parkland's core values; workshops on entrepreneurship and leadership; mentoring for all faculty and staff; and yearly faculty and staff excellence awards.

While the Center facilitates literally hundreds of professional development sessions for faculty and staff each year, a few have become part of the fabric of improvement of teaching and learning at the college. These include

Criterion Three

comprehensive sessions using the work of K. Patricia Cross and Thomas Angelo on *Classroom Assessment Techniques* as well as their connected work on classroom assessment and research; sessions with L. Dee Fink on his work *Creating Significant Learning* which led to ongoing sessions in this area; best practices in online education; student engagement techniques; and pragmatic approaches to academic assessment. See Table 1.

Table 1. Breakdown of Center for Excellence in Teaching and Learning sessions from 2004–2011.

Session or Course Topic	Number of Sessions (2004–2011)	Number of Participants (duplicated)
Classroom Assessment	36	319
L. Dee Fink's Creating Significant Learning	30	361
Online Teaching and Learning	48	724
Student Engagement	22	277
Academic Assessment	44	446

Faculty can also demonstrate their commitment to ongoing learning and development by participating in five-week courses offered through the Center for Excellence and earning credit in the college's **↔ Faculty Academy**. The Faculty Academy is the system for obtaining professional development credit that can be earned through various instructional opportunities at Parkland College and other colleges and universities. These credits need to be transcriptable and can be used for a one-time increase in annual base salary. Unlike some other institutions, Parkland offers credit for *in-house* professional development opportunities offered through the Center for Excellence in Teaching and Learning. Other institutions offer credit for courses taken at *their own* institutions. An average of 1–2 faculty members each year earns enough credit, both in- and out-of-house, for this one-time increase in base salary. In an effort to bring more visibility to the Faculty Academy and increase participation, each new full-time faculty cohort learns about the system during orientation, and new courses focused on Academic Assessment and Student Engagement Techniques have been created to meet faculty development needs and goals.

Over the last three years, faculty have participated in the following courses:

- **EDU 914:** Instructional Technology, Strategies, Design, and Pedagogy
Course Description: This course, offered in partnership with Distance and Visual Learning, is designed to support faculty in discovering, sharing, and applying best practices in teaching and learning in an online environment. Faculty learn to navigate the current learning management system with additional focus on online course engagement, content creation and delivery, and course design and management.
Faculty Responses: Faculty remark that this course is incredibly valuable and note the following ways the course has helped them to integrate technology into their courses. One faculty member stated, “Putting

Criterion Three

myself in the student role...has already changed how I interact and post with my students this summer.” Another faculty member benefitted from learning about how similar online pedagogy is to face-to-face teaching. And yet another faculty member reflected, “I have made many improvements to my course on Angel, and I don’t even teach online.”

Faculty Enrollment: Since spring 2008, a total of 178 individuals have completed the course; 57 were FT faculty, 2 were Admin, 7 were staff, and 112 were PT faculty.

- **EDU 973: A Pragmatic Approach to Academic Assessment**

Course Description: This course provides an overview of the process of academic assessment in higher education. Course topics include the value of academic assessment, steps in the assessment process, use of assessment results, and the evaluation of assessment efforts.

Faculty Responses: One participant noted how much he valued the “opportunity to actually look at assessment reports from different programs within the college” because it was “helpful in allowing [him] to apply some of the ideas in a practical way.” Faculty found it very useful to evaluate these existing reports to determine “what worked well and what could be improved on the reports themselves.” Other participants learned to think of assessment as “an ongoing, looping process,” as well as how to “put assessments into proper perspective and thinking of tangible assessment goals and methods.”

Faculty Enrollment: Since it began in fall 2010, 32 faculty have completed this course, and there are currently 5 faculty members serving as assessment consultants within their respective departments.

- **EDU 974: Student Engagement Techniques**


Course Description: This course examines theoretical and practical perspectives on student engagement techniques for college faculty. Topics include defining and describing engagement, investigating motivation and active learning and promoting synergy between them, as well as many practical reflections, examples, and student engagement techniques and tools that can be used in the classroom.

Faculty Responses: Faculty gain experience in engaging today’s students in both face-to-face and online learning environments. One participant commented on how the EDU 974 course has helped her in redesigning a course to move toward a hybrid format, with a focus on more active learning during the face-to-face meetings. She notes that the course has helped “validate some of [her] thoughts and beliefs about the need to make some changes and has provided [her] some tools to help with the process.” After taking EDU 974, a chemistry faculty member was inspired by a discussion on William Glasser’s *Choice Theory*, specifically the discussion of freedom as one of students’ five basic needs. The faculty member redesigned the assignments in her course to give students more power in choosing different types of learning activities to fulfill course requirements. She called this approach “Choose Your Own Success.” Finally, one faculty member stated, “Making connections within the community of faculty at Parkland is invaluable to me as a teacher and as a professional. The inspiration, knowledge, and support I gain from this community are crucial to my success as a facilitator of learning.”

Faculty Enrollment: Since the course began in spring 2011, 43 faculty have completed this course.

Criterion Three

Impact of the Center for Excellence in Teaching and Learning

Faculty and staff are frequently asked to facilitate sessions and workshops in the Center, especially after returning from conferences or national meetings. The Center is a space where risk-taking and thinking outside of the box are *valued*. A participant from Dr. Kris Young’s session on the *Diversifying Full-Time Faculty Task Force* comments, “We continue to be an institution that can examine ourselves—take a critical look—and identify and implement needed changes.” Another participant offered this insightful comment: “The Center is my safe haven. I go there to connect to my colleagues, to discuss best practices and ways to engage students, to examine my classroom successes and failures, and to reenergize for tomorrow. I would not be the teacher I am today without the Center.” In 2008,  Evelyn Waiwaiole, Director of the National Institute for Staff and Organizational Development (NISOD) stated that Parkland College is “a legend” in the community college professional development arena. Faculty and staff driven since 1994, the Center has been successful by incorporating these key concepts: input, respect, safety, and support.

Along with the director of the CETL, the Professional Development Committee drives programming in the Center for Excellence. The Professional Development Committee is actually made up of two subcommittees, the Subcommittee for Staff and the Subcommittee for Faculty. Together, these committees ensure that faculty and staff are offered frequent opportunities to keep abreast of new trends in teaching and learning.

Core Component 3c

Parkland College creates effective learning environments.

Parkland College provides an environment that is conducive to learning for *all* students, regardless of their levels of college-preparedness or whether they take classes on campus or online. This environment is most evident in the following sources of academic and personal assistance:

- The Center for Academic Success
- Student Orientation, Advising, and Registration (SOAR) program and the First Year Experience program
- Student Technical Assistance and Resources (STAR) program
- Counseling and Advising
- Distance and Virtual Learning

Center for Academic Success (CAS)

The Center for Academic Success (CAS) or D120, as it is often referred to by students and staff, is Parkland’s one-stop learning center for all students. The Center for Academic Success was the primary recommendation emerging from the year-long Coordinating Academic Support Task Force (2005–2006). CAS was designed to be a center that students would find welcoming, that faculty and staff could refer students to with confidence, and that would address students’ needs holistically. Since its inception in summer 2006, CAS has embodied this vision in multiple ways.

Criterion Three

Coordination and Integration of Support Services

The Center for Academic Success focuses on providing three major kinds of support for students: advising (academic advising and individual student development planning), learning assistance and tutoring, and developmental modules and tutorials. See Figure 3.

Figure 3. Interactive support available to students who use CAS.



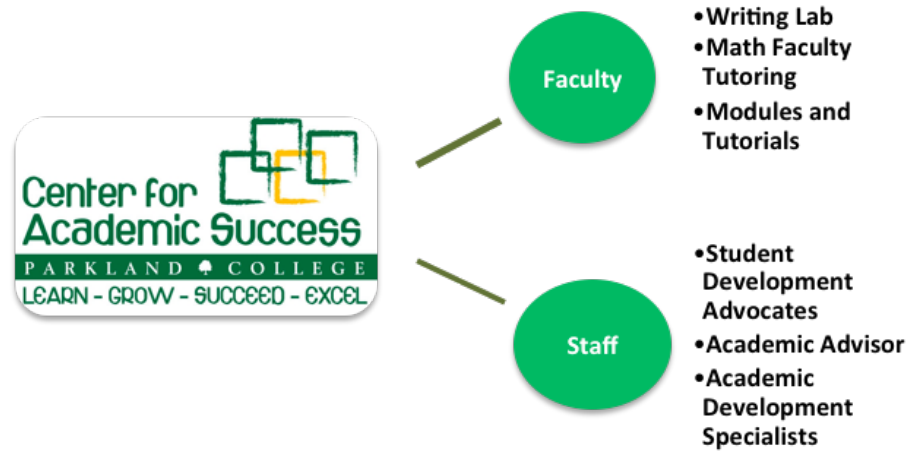
One distinctive feature of CAS is that the physical co-location of services and professionals within one facility permits a high degree of coordination among its service providers. Advisors are able to directly connect students with tutoring, academic coaching, or opportunities to learn one-on-one or in small group settings in modules or tutorial classes. The almost seamless connection between services is a crucial factor in the creation of an effective learning environment in CAS.

Partnerships between Faculty and Professional Support Staff

Unlike traditional learning centers staffed by tutors who are not classroom instructors, learning assistance in CAS is provided by composition faculty in the Writing Lab and mathematics faculty in Math Faculty Tutoring. Even Peer Tutoring is supervised by a full-time professor of mathematics. Modules for developmental coursework completion and tutorials to supplement classroom teaching are all taught by experienced faculty. The strong presence of committed faculty is complemented by CAS student development professionals, who have the credentials for working especially with students who are underprepared for college-level academic work, as well as the experience of connecting (or reconnecting) students with their instructors and the course requirements. This model of bridging together the traditional “two sides of the house” to address the needs of the whole student became the foundation for the First Year Communities launched in 2011. See Figure 4.

Criterion Three

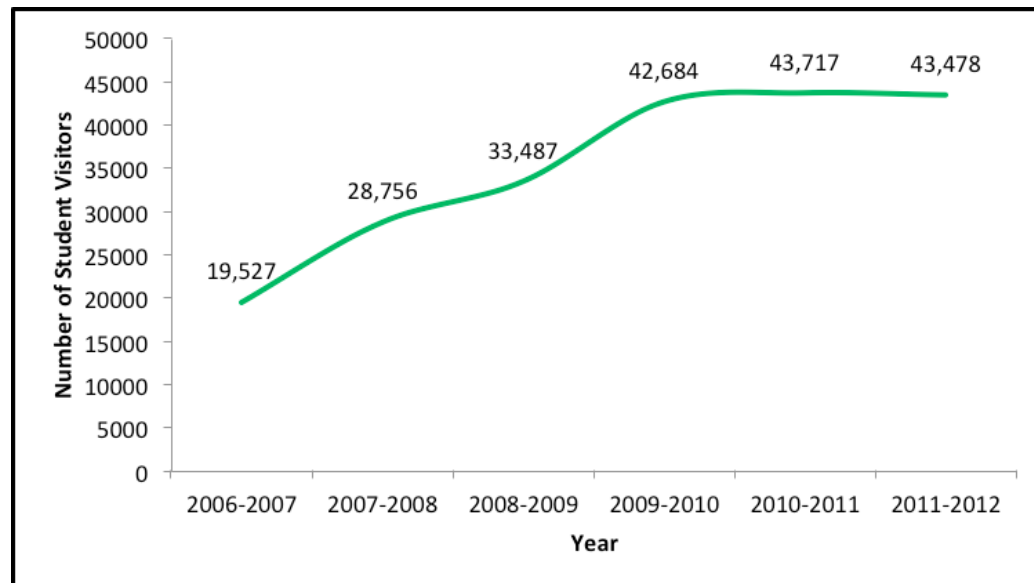
Figure 4. Overview of Center for Academic Support coordinated services.



Student Perceptions of CAS Effectiveness

A testimony to the effectiveness of the learning environment offered to students in CAS is the number of student visitors and the number of repeat visitors. Since CAS started in July 2006, visits to D120 have increased by 124 percent, from 19,527 in AY 2007 to 43,717 in AY 2011. See Figure 5.

Figure 5. Increase in total student usage of CAS services and facility, AY 2007 to AY 2011 (excluding summer semesters).



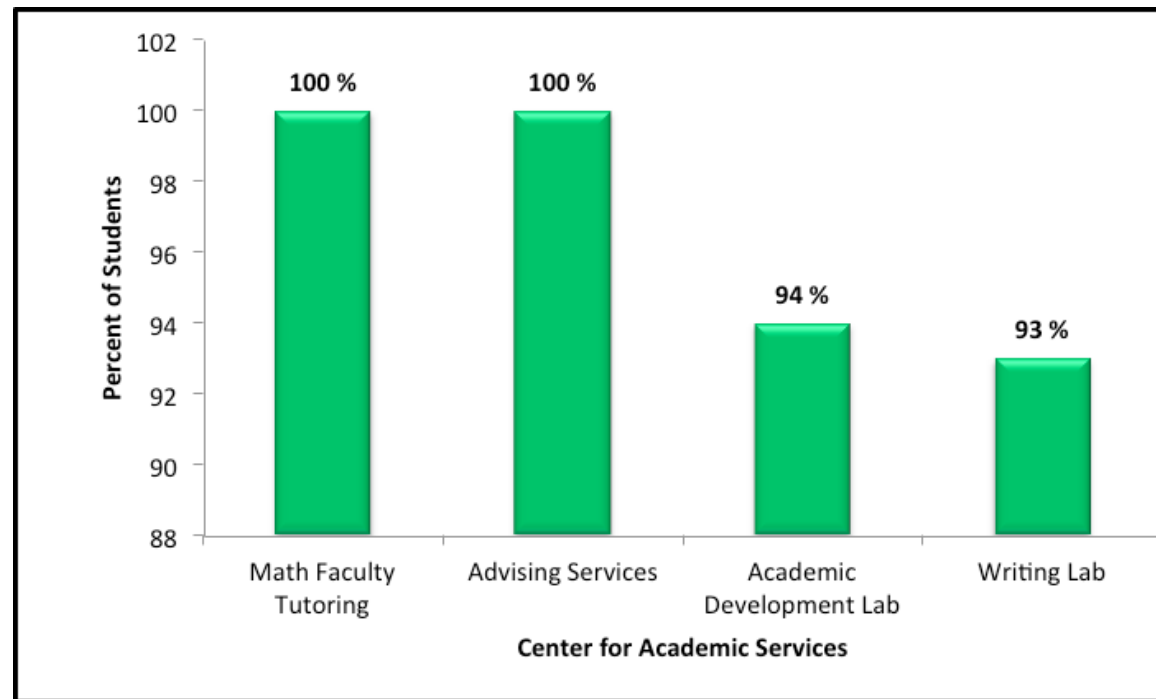
Criterion Three

This increase in visits is due to many interrelated factors, including increased awareness of CAS as a result of classroom visits, the co-location of services, and advising visits to CAS advising staff. But the fact that students come back repeatedly also indicates that they find the support services received important to their well-being.

One of the most utilized services within D120 is the Academic Development Lab. This lab, staffed by two academic development specialists, is a hub of learning support services and one-on-one help especially designed for students with developmental course placements. These students receive help in everything from getting their writing in shape and using assistive software to completing their math homework and receiving personal academic coaching. Headcount visits for the Academic Development Lab have increased 120 percent over a five-year period, from 2,221 in AY 2007 to 4,882 in AY 2011. This increase in usage tells an important story about the Center for Academic Success as a crucial piece of Parkland's commitment to student success and to helping students in developmental courses persist and succeed during their time at Parkland College.

Surveys are administered regularly to students who access services in CAS. Students typically report high levels of satisfaction with CAS staff and services. See Figure 6.

Figure 6. Percent of students reporting they were “very satisfied” or “satisfied” with various CAS services, spring 2011.




Criterion Three

Alternative Forms of Academic Assistance


CAS also works to serve students who, for a variety of reasons, cannot come to campus during CAS's hours. For example, in 2008, the Writing Lab created the Parkland Online Writing Lab (POWL). After two years of heavy marketing, however, it became impractical to keep running POWL due to a lack of users (94 in 2008–2009 and 65 in 2009–2010).

In an effort to offer writing support to online users, the Writing Lab then developed a comprehensive series of online handouts, videos, and PowerPoint presentations designed to teach key concepts for writers. CAS continues to work on this online repository, soliciting suggestions for workshops and materials from Parkland faculty. The following is an overview of CAS resources for writing:

Academic Essay Writing	Employment Materials	Pronouns
Active and Passive Voice	Exclamation Points	Question Marks
Agreement Errors	Fused Sentences	Quotation Marks
APA Documentation	Hyphens	Quoting, Paraphrasing, and Summarizing
Apostrophes	Introductions	Research Skills
Colons	MLA Documentation	Run-on Sentences
Commas	Paragraphs	Semicolons
Comma Splices	Parentheses, Brackets and Ellipses	Sentence Fragments
COMPASS Test Preparation	Periods	Test Taking
Computer Skills	Personal and Professional Statements	Thesis Statement
Conclusions	Point of View	Verb Tenses
Conjunctions		Visuals
Editing		

Another way that CAS addresses the changing needs of its students can be found in its recent collaboration with Eastern Illinois University (EIU). Because students take EIU courses on the Parkland campus, these students often want to make use of the Writing Lab. In spring 2012, CAS and EIU developed a  “time-share” **model** in which EIU would use the Writing Lab facilities, instructional materials, and hire Writing Lab tutors to serve EIU students in the evenings and on weekends when Parkland's Writing Lab is closed. CAS will monitor this relationship and continue to look for ways to serve as many students as possible. Of particular interest is whether or not *Parkland* students will also want more evening hours of assistance. In the event such interest from Parkland students emerges, CAS will seek ways to work with those students as well.

Effectiveness of CAS Services

In 2008, Parkland's Center for Academic Success was recognized by the U.S. Department of Education's  **Office of Vocational and Adult Education** (OVAE) as one of eight exemplary community college programs for work in retention and student success. This recognition was part of OVAE's Community Colleges Can! CAS's ability to integrate best practices in academic and student services as well as its track record of effectiveness in helping students make progress made it a “natural” home for the college's First Year Experience

Criterion Three

(FYE) program. In 2011, FYE and its component parts, including First Year Communities and SOAR, were officially added to the mission and work of CAS.

SOAR and the First Year Experience

As one component of Parkland College's First Year Experience program, the **⇄ Student Orientation, Advising, and Registration (SOAR) program** represents a collaborative partnership among academic services, administrative services, and student services that seeks to integrate new students and their parents/guardians into the academic, cultural, and social climate of Parkland College. The purpose of the cohesive, extended orientation program is to begin engaging the student in learning before classes begin. Professionals in higher education know that students routinely struggle with “college knowledge” skills as they transition to a new environment and to new expectations. Parkland's SOAR begins the process of teaching students about crucial elements of student life including financial aid information, advising information, and classroom expectations. In particular, SOAR assists students in navigating the **⇄ many forms of technology** that will be encountered at the college, such as email accounts, Angel (the college's learning management system), and My.Parkland.edu (the campus-wide intranet portal). **⇄ Learn more about SOAR's mission and specific goals.**

Between AY 2007 and 2009, SOAR was completed 100 percent online. Students sat at computer stations wearing headphones and viewed a series of videos by campus administrators on topics thought to be critical to new student success. Students answered a few simple questions and printed the certificate that appeared at the end as their “tickets” to the next step in the registration process (advising). Though not formally assessed for effectiveness, a general consensus grew among staff and faculty that the online SOAR format was too passive. During subsequent advising sessions and in the classroom, students demonstrated little retention of the information covered in the online SOAR. Hence, a four-person team (two faculty and two staff) was created during AY 2009–10, and the result of that work is the hybrid model the college currently uses. In the redesigned SOAR, students complete a survey rating the effectiveness of the information presented and suggest topics for future inclusion. Staff, faculty, and administrators who participate in SOAR also complete a feedback survey at the conclusion of each enrollment period.

As Parkland prepares for the second year of its redesigned SOAR, the First Year Experience staff has set goals to make the SOAR experience even more beneficial to the students who participate. In order to create a shared first-year experience, the FYE team also is preparing for a fall convocation and student life event on August 23, 2012. **⇄ Learn more about the First Year Experience mission and purposes.**

Additional goals of SOAR include the following:

- informing participants about the policies, procedures, and expectations of Parkland College, which will equip students to make good academic decisions and avoid costly errors. This includes introducing participants to important publications such as the *College Catalog*, the *Class Schedule* (in particular the list of dates and deadlines), and the *Student Policies and Procedures Manual*, as well as providing definitions for terms students will hear at Parkland and in higher education in general (CAS, SOAR, credit hour, associate's and bachelor's degrees, etc.).

Criterion Three

- creating a sense of connectedness with the Parkland College community by introducing students to campus clubs and organizations, Student Government, and First Year Communities
- assisting participants in clarifying their personal, academic, and career goals and values, through PSY 109: Educational, Career, and Life Planning (college success course) activities and service-learning opportunities
- providing participants with the ability to function safely, by introducing them to the Office of Public Safety, the Behavior Intervention Team’s “Person of Concern” process, and the IRIS Emergency Alert sign-up

Parkland’s orientation process demonstrates its commitment to quality improvement and building relationships between academic and student services to enhance student success. In the first semester of the redesign (April to August enrollment period), 2,189 students went through face-to-face orientation *before* building their schedules. This process gave students some valuable instruction about student success, as well as financial aid, drops, withdrawals, and other information early in the process. In the second semester of the redesign (November–January enrollment period), 593 students went through face-to-face orientation.

↔ **SOAR student numbers for fall 2011 may be found here.**

↔ **SOAR student numbers for spring 2012 may be found here.**

Orientation is an important experience for students and their family members. Part of the success of the college’s current version of orientation is the collaboration between student and academic services; faculty, counselors, advisors, and student life personnel ALL volunteer their time to lead SOAR sessions. With new training sessions in the CETL (March 2012) and training videos for presenters, Parkland’s Student Orientation Advising and Registration demonstrates the college’s commitment to collaboration in an effort to support student success at all stages of a student’s tenure at the college.

Student Technical Assistance and Resources

Based on early feedback from students using new technical systems such as WebAdvisor, Angel, and student email, Campus Technologies generated an Innovation Fund proposal in 2010 to create the Student Technical Assistance and Resources (STAR) program, a technical resource targeted at students to help them through orientation, those early weeks, and beyond. The project was highly successful in its first year. The goal was to provide a one-stop solution for students, faculty, and staff to get fast answers to technical questions, especially those related to student automated systems (Angel, student email, my.Parkland, and Wi-Fi access). Feedback data, as well as a use-analysis ↔ **were shared** in March 2012 with the College Planning Committee. STAR received almost 3,000 tickets (uses) in its first year. Feedback on surveys was extremely positive, both from faculty who appreciated the extra assistance for their students and from the students themselves. One student wrote s/he was “very pleased with the ‘STAR’ booth by Registration Central. Save me hours of trouble. Brilliant idea.” STAR demonstrates Parkland’s commitment to helping students by providing hands-on support for their learning and development. ↔ **Find out more about STAR’s weekly numbers, systems breakdown, reporting method, and student/faculty/staff satisfaction ratings.**

Criterion Three

Counseling and Advising

The primary mission of the Counseling and Advising Center is to provide comprehensive academic advising and personal support for all Parkland students. Parkland requires students with fewer than 30 hours to be seen by an academic advisor or counselor. Counseling and Advising also provides classroom presentations and works collaboratively with academic services to promote the development of the *whole* student. The unit also serves District 505 residents by providing presentations on preparing for college to high school student groups and serving on community boards and organizations, including the Family Service Self-Help Center, the Champaign-Urbana Campus Community Council on Drugs and Alcohol, and the Champaign-Urbana Mental Health Public Education Committee. The goal of the department is to serve the students, the college, and the community, while assuring the confidentiality and integrity of the information maintained by the office as mandated by federal, state, and college policies and procedures. All of the following services are free, confidential, and available to currently enrolled students at Parkland College.

Academic Support

Counseling and Advising offers the following means of support to the college:

- advising/orienting new students
- preliminary and informal evaluation of transfer students' transcripts
- career planning and assistance with selecting a major
- transfer planning
- ongoing advising and assistance to international students, including Immigration and Customs Enforcement (ICE) course compliance and English as a Second Language placement
- services to veterans, including certification of coursework and connecting students to campus and local veteran organizations
- health careers advising
- providing information on Illinois college and university visits to Parkland students, faculty/staff, and community
- hosting three transfer fairs each year, during which private and public colleges and universities throughout Illinois and neighboring states visit Parkland and provide information on programs, scholarships, and transfer opportunities
- developing educational plans for students who are on academic probation or returning from academic suspension and academic dismissal
- advising Parkland Pathway to Illinois students

Criterion Three

Personal/Social/Emotional Support

Counseling and Advising offers the following means of support to the college:

- Maintaining a supply of free informational brochures and flyers available to students on a variety of subjects: anxiety, depression, grief and loss, suicide prevention, drug and alcohol abuse, and sexual abuse (many of these brochures are available in Spanish)
- Providing information on community resources regarding housing, child care, health care facilities, transportation, mental health care, employment, support groups, and public aid
- Free, confidential, individual, time-limited personal counseling
- Assisting with issues such as time management, stress management, test anxiety, communication, mediation, and personal relationships
- Crisis counseling and intervention
- Referrals to community mental health providers
- The Black Student Success Project (BSSP)

The Counseling and Advising Center ensures that all students have access to resources in the following ways:

- Students may see the counselor or advisor of their choice on a walk-in basis or by appointment.
- The center offers convenient office hours: Tuesday, Wednesday, and Friday from 8 a.m. to 5 p.m. and Monday and Thursday from 8 a.m. to 6:30 p.m.
- Extended hours and additional academic advisors are available during peak times for student convenience.
- Online academic advising appointments are available.
- Promotion of and information about resources, programs, and events are regularly posted to my.Parkland.

Evaluation of Counseling and Advising's Services

The Counseling and Advising Center evaluates the effectiveness of its services/resources:

- The entire department meets regularly with department chairs and program managers.
- Counseling and Advising staff meet monthly for discussion, updates, and continuous improvement.
- Students are asked to fill out annual student satisfaction surveys.

Several important findings based on survey results have specifically helped the unit evaluate its services. The following information came from a point-of-contact survey that was distributed by Counseling and Advising in 2007 and 2008. *See Table 2.*

Criterion Three

Table 2. *Students' opinions about Counseling and Advising Center services, 2007–2008.*

Percentage Agreeing with the Statement	2007	2008
The Counseling and Advising Center met my needs today.	89%	85%
If I need help again, I will return to the Counseling and Advising Center.	91%	87%

With the assistance of the Parkland Office of Institutional Accountability and Research, the center made changes to the 2009 and 2010 surveys in an effort to obtain more information about Parkland students and better evaluate and improve the services of the Counseling and Advising Center. Changes included shortening the survey, asking for the purpose of the visit, obtaining more information about students' transfer plans, and finding out if students were new to the college or continuing students. *See Table 3.*

Table 3. *Students' opinions about Counseling and Advising Center services, 2009–2011.*

Key Findings	2009	2010	2011
Percentage of students planning to transfer	70%	71%	80%
Percentage of students who visited the Counseling and Advising Center to develop their schedules and register for classes	65%	67%	65%
Percentage of students who were continuing students	89%	90%	82%
Percentage of students who rated their satisfaction with the visit as "excellent"	71%	77%	77%
Percentage of students who rated their satisfaction with the visit as "good"	26%	23%	23%

Overall, students have been very pleased with the types of services, quality of services, and with the individual counseling and advising sessions. However, over the last two years, 20 percent of the students surveyed were unhappy with the wait-time to see a counselor or advisor. As a result, requests have been made to hire an additional full-time Academic Advisor to increase resources and reduce wait-time. Counseling and Advising received approval in July 2011 to hire a new International Student Academic Advisor to assist with some of the particular needs of Parkland's international students.

In addition to one-on-one visits with students, Counseling and Advising provides direct support for classroom learning across the college. This support includes the following:

- classroom presentations
- participation in new faculty and part-time faculty orientation
- sponsorship of annual anxiety and depression awareness events (these events are open to the community as

Criterion Three

well as Parkland students, faculty, and staff, and events include panel presentations, information, and free, confidential screenings and referrals)

- participation in annual domestic violence awareness and prevention activities
- participation in college and community wellness and health fairs
- service on campus-wide faculty search committees
- service as EEO representatives for search committees
- service on the Parkland Pathway planning committee
- service on the Crisis Management and Behavioral Intervention Teams
- facilitation of regular sessions in the Center for Excellence in Teaching and Learning (responding to disruptive students, responding to students with mental health issues, mental health topics, crisis management, etc.)
- participation in college open house events, international student orientation, parents' night, A Day at Parkland (during which high school students with disabilities visit and learn about resources, opportunities, and challenges)
- participation in the new student orientation (SOAR), First Year Experience, Black Male Academy, veteran students committees, and Latino/a initiatives

The Counseling and Advising Center has conducted an annual survey for a number of years to assess student satisfaction with the Center. Although the students were overwhelmingly satisfied with services, the Center did not have a good understanding of the needs of its students. The Center did not know what brought students to seek assistance or anything about students' educational plans and goals. Students at Parkland College typically want career degrees, or they plan to transfer to four-year colleges or universities. In 2009, the Center changed the survey and discovered that the Counseling and Advising Center primarily serves new students and those who want to transfer. In light of these findings, the Center has bolstered efforts to assist students by increasing the number of schools participating in transfer fairs; hiring an International Student Academic Advisor to assist the growing number of international students; and increasing participation in statewide transfer efforts, conferences, and organizations.

Distance and Virtual Learning

Distance and Virtual Learning (DVL) is responsible for facilitating the effective integration of technology into the basic mission of the college by providing a range of academic technology services.

Campus Familiarity and Satisfaction with DVL Services

Because of the widespread need for, and use of, the services provided by DVL, it isn't surprising that when asked, most people said they were familiar with the department. As technology has become an integral part of the classroom (both virtual and on-site), campus familiarity with DVL has even increased. When asked on the 2005, 2010, and 2012 Faculty/Staff Climate Surveys, "How familiar are you with...Distance and Virtual

Criterion Three

Learning?” 71.5 percent said they were either somewhat or very familiar in 2005. This number increased to 72.2 percent in 2010 and increased to 75.1 percent in 2012. *See Table 4.*

Table 4. *Parkland College’s familiarity with Distance and Virtual Learning, 2005, 2010, and 2012.*

Question: “How familiar are you with ... Distance and Virtual Learning?”						
Survey year	No. of participants	Very + Somewhat Familiar	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Not at all Familiar
2005	263	71.5%	32.3%	39.2%	15.2%	13.3%
2010	421	72.2%	37.8%	34.4%	18.5%	9.3%
2012	461	75.1%	37.1%	38.0%	13.9%	11.0%

Not only is the work of DVL familiar to the college, but also, the services provided by DVL are considered to be successfully performed. Those taking the 2010 and 2012 Faculty/Staff Climate Surveys were asked, “How satisfied are you with services provided by Distance and Virtual Learning?” Of these respondents, 90.1 percent were either satisfied or very satisfied in 2010, and this number increased to 92.8 percent in 2012. *See Table 5.*

Table 5. *Parkland College’s satisfaction with Distance and Virtual Learning, 2005, 2010, and 2012.*

Question: “How satisfied are you with services provided by Distance and Virtual Learning?”			
Survey year	No. of participants	Very Satisfied/Satisfied	Very Dissatisfied/Dissatisfied
2010	417	90.1%	9.9%
2012	444	92.8%	7.2%

Finally, the 2010 and 2012 Faculty/Staff Climate Surveys asked respondents to describe how important they felt Distance and Virtual Learning was to their jobs. Of these respondents, 77.1 percent thought that Distance and Virtual Learning was very important/important in 2010, and this number increased to 77.9 percent in 2012. *See Table 6.*

Table 6. *Parkland College employees’ opinions about the importance of Distance and Virtual Learning, 2010 and 2012.*

Question: “How important is Distance and Virtual Learning in doing your job?”			
Survey year	No. of participants	Very Important/ Important	Not Important
2010	417	77.1%	22.9%
2012	438	77.9%	22.1%

Criterion Three

Overview of DVL Services

Primary duties are to support faculty instructional technology, maintain the college's online course system, and create and maintain online support services for students. DVL also provides other technology-related services including website and web application development, video production services, and audio-visual support. See Table 7.

Table 7. Overview of services provided by Distance and Virtual Learning.

Services provided by Distance and Virtual Learning	
To Faculty	To Students
<ul style="list-style-type: none">• Online course design support• Video production and multimedia development for online courses• Administration of the college learning management system• Technology training for faculty• Faculty Online Certification course offered each semester (EDU 914)	<ul style="list-style-type: none">• “Parkland Online” website which provides information for online students• Online advising system with live remote access to a Parkland advisor• Helpdesk support for online courses and the Angel learning management system
To the Champaign-Urbana Community	To Parkland College as a Whole
<ul style="list-style-type: none">• Parkland College TV (PCTV) original programming that features Parkland faculty and students• Live streaming of the commencement ceremony each May• Web and video services for college outreach projects	<ul style="list-style-type: none">• Video production• Technology support• A/V support

Online Faculty Certification Course

DVL, in cooperation with the Center for Excellence in Teaching and Learning, teaches a five-week, online course titled EDU 914 designed specifically for Parkland faculty who are beginning to teach online. The course includes material on both online pedagogy and technology, and it gives participants the experience of being online students before they teach their own online courses. Course topics are student engagement, academic integrity, creating and delivering content, and technical administration of an online course. Since 2008, a total of 178 individuals have completed the course; 57 were FT faculty, 2 were Admin, 7 were staff, and 112 were PT faculty. The following represents a collection of faculty comments regarding the course:

- Learning about online pedagogy and how similar it is to face-to-face teaching. That it's easy to make simple short videos to upload to Angel. A bunch of little Angel steps I had never tried which helped. I knew the big steps but there were buttons I had never tried under various screens like how to do a post-first discussion board.

Criterion Three

- Putting myself in the position of student. I began to realize that things don't always go smoothly no matter how hard one tries, and that it is possible to miss part of an assignment! I also appreciated how important it is to get a quick response from the instructor!
- Putting myself in the student role. It has already changed how I interact and post with my students this summer. The copyright issues were important. But the most helpful that I will actually use right away was module 5 on how to set up Angel and gradebook etc.
- The activities reinforced our learning. The video tutorials were a tremendous help. Some of the information I learned from this course, I have incorporated into my course. I learned lots of short-cuts and functions to make using Angel easy. Thank you!!
- I've actually presented on this course twice in the last couple of years...at FSI (Faculty Summer Institute) at UIUC and at the NW e-Learn Conference in Vancouver, Washington. Appears that we're somewhat of a trendsetter for this much detail in faculty training/certification.

Learning Management System and Management of Online Courses

DVL manages Angel, the college-wide learning management system and ensures Parkland's high capacity for providing online courses. Parkland consistently ranks among the top five among not-for-profit Illinois colleges and universities for online course delivery. During fall 2011, Parkland offered 295 online course sections. Additionally, over 70 percent of all credit course sections used the college's learning management system Angel to support teaching and learning. The smart use of technology has become a hallmark of the Parkland experience.

iTunes U

In May 2010, Parkland was one two Illinois community colleges to establish a significant presence on iTunesU and has been featured prominently on the iTunesU main page. Once the Parkland iTunes site when live, it saw nearly 2000 visits/browses during its first month. In October 2010, Apple contacted the college about adding part-time faculty member Scott Thompson's HIS 104: History of the US to 1877 to its "History and Politics" spotlight. As a result of this increased publicity to Mr. Thompson's courses (including HIS 101 and 102: History of Western Civilization I and II), total monthly visits increased to over 4,000 a month. In April 2011, Mr. Thompson's HIS-101/102 courses were featured in the Noteworthy section (header) of iTunesU. The week prior to this event, downloads had been 138 tracks. The week Mr. Thompson's courses were featured, downloads jumped to 38,726 downloaded tracks. The week of April 17, 2011, Parkland had 41,716 downloaded tracks of which 41,080 were Mr. Thompson's three history courses. For the month of April 2011, the college totaled 137,526 downloads. As of January, 2012, the college has 11 academic iTunes classes. In addition to this, 7 instructors on the public site average 6,200 downloads per week during the month for a variety of PCTV shows (*What's in the Pantry, Surrounded by Science, Parkland Garage, Looks Who's Cooking, For Art's Sake, Cooking Around the World*).

Criterion Three

Mobile Tablets for Environmental Biology Pilot

DVL is currently sponsoring a project to put mobile tablets into the hands of faculty, and the college has loaned Android tablets to every student in a special combined section BIO 104: Environmental Biology and PHY 120/129: How Things Work. [↔ Learn more on the results of this project.](#)

Parkland College Television (PCTV)

[↔ Parkland College Television \(PCTV\)](#) operates as an extension of DVL and is responsible for programming on local cable channel 9. In addition to providing video production services, PCTV serves the college by vigorously communicating the opportunities and benefits of Parkland College to its community.

[↔ For more on PCTV, see Criterion 5b.](#)

SPE 205: Business and Professional Communication

This course won the Illinois Council of Community College Administrators (ICCCA) Technology Innovation award in spring 2010 for redesigning the course. SPE 205 was developed by Fine and Applied Arts faculty in conjunction with Distance and Virtual Learning to meet changing communication and technology needs. In SPE 205, students use live web conferencing software to communicate with each other and to deliver online presentations from remote locations. The course teaches students the mechanics of operating in a live online environment but goes well beyond technical issues to teach principles of effective business communication.

PCTV Cameras

Cameras were upgraded to high definition as part of a long-term plan toward HDTV.

Proctored Testing for Online Courses

A project focusing on creating a system for online test proctoring was recently completed.

Online SOAR Module

A new online SOAR orientation module was rolled out in spring 2011.

iPads in the Classroom

A project examining the use of iPads in the classroom was started in fall 2011.

Criterion Three

Online Courses

As stated earlier, Parkland consistently ranks among the top five among not-for-profit Illinois colleges and universities for online course delivery. Online classes are offered in a wide variety of content areas. *See Table 8.*

Table 8. *Online classes with the highest online enrollments, spring 2009.*

Class	Spring 2009 Enrollment
PSY 101: Introduction to Psychology	252
ECO 102: Principles of Microeconomics	224
ECO 101: Principles of Macroeconomics	219
MUS 123: Introduction to American Music	200
SOC 101: Introduction to Sociology	171
HIS 105: History of the United States since 1877	149
PSY 209: Human Growth and Development	126
ENG 102: Composition II	125
POS 122: American National Government	120
HIS 101: History of Western Civilization I	117
THE 101: History of Theatre	115
HIS 104: History of the United States to 1877	100
AST 101: The Solar System	85
MUS 121: Music Appreciation	80

Criterion Three

Online Degrees

Parkland College also offers degrees and certificates which are available almost entirely online, as depicted in *Table 9*. “Almost entirely online” is an internal Parkland descriptor that indicates to the student that the degree can usually be completed with three or fewer on-campus courses, depending on semesterly offerings. All programs require a face-to-face public speaking class, while some programs also require between one and three additional face-to-face classes. Because there are so many options for degrees and ways to earn those degrees, it is unknown how many students have gained Parkland College degrees almost completely from taking online courses, both here and at other schools.

Table 9. Parkland College degrees and certificates available almost entirely online.

Associate of Arts	Associate of Applied Science
Business Administration	Accounting
Business Education	Business Management
Criminal Justice Education	Business Marketing
Early Childhood Education	Database Programming
Elementary Education	
English Literature	Certificates
History	Accounting
Liberal Arts and Sciences	Website Design and Management
Political Science	Computer MOS
Psychology	Independent Business Management
Secondary Education	International Business Management
Social Work	Office Assistant
Sociology	Programming: General
Special Education	Programming: Oracle
	Web Programming

Online Enrollments

Approximately 74 percent of students taking online courses are residents of Parkland College District 505. Of the 26 percent of students from outside the district who take at least one online course, current web server logs indicate the most active areas are as follows, in descending order:

1. Chicago Metro area
2. Madison, Wisconsin
3. Austin, Texas
4. New York Metro area
5. Bloomington, Illinois
6. Dallas Metro area
7. Lincoln, Nebraska
8. Nashville, Tennessee

The following are significant statistics for Parkland’s online course offerings:

- In spring 2010, over 3,400 different students took at least one online course.
- In spring and fall, about 27 percent of the college’s credit hours are generated through online courses.

Criterion Three

- During summer, almost 60 percent of the college’s credit hours are generated through online courses.
- Online enrollment is almost always highest in the spring semester, but summer is gaining fast.

See *Table 10* for class enrollments, numbers of unique online students, and FTE data.

Table 10. *Online class enrollments, unique student counts, and FTE numbers from spring 2009 through spring 2010.*

	Class Enrollments	Unique Students	FTE
Spring 2009	4,797	3,060	1,027
Summer 2009	5,033	3,386	1,116
Fall 2009	4,901	3,151	1,043
Spring 2010	5,296	3,422	1,126

Online Student Demographics

The majority of Parkland’s online students, about 65 percent, are between ages 17 and 24, about 15 percent are between 25 and 30, and nearly 20 percent are over 30. *Table 11* illustrates the changing demographics of the college’s online students.

Table 11. *Changing demographics of Parkland College students from FY 2006 to FY 2009.*

Sex	FY 2006	FY 2009
Male	37.3%	41.2%
Female	62.7%	58.8%
Ethnicity	FY 2006	FY 2009
Asian/Pacific Islander	5.4%	4.7%
American Indian/Alaskan Native	0.5%	0.3%
Black, Non-Hispanic	7.5%	8.6%
Hispanic	2.4%	3.7%
White, Non-Hispanic	70.8%	66.1%
Non-Resident Alien	4.5%	6.2%
Unknown	8.9%	10.5%

Criterion Three

Table 11. Changing demographics of Parkland College students from FY 2006 to FY 2009.

Age	FY 2006	FY 2009
Under 16	0.2%	1.6%
17–20	31.5%	31.9%
21–24	34.1%	32.3%
25–30	14.6%	14.6%
31–39	9.9%	9.8%
40–55	8.4%	8.1%
Over 55	1.1%	1.6%
Not Reported	0.2%	0.2%

Evaluation of Online Courses

Online courses are evaluated by the department chairs as part of faculty evaluations. The college regularly compares the success rates of students in online courses to students in corresponding face-to-face classes. See *Table 12*.

Table 12. College-wide comparisons of campus sections to online sections in terms of final course grades.

	Campus Sections Traditional Face-to-Face Classes	Online Sections No Face-to-Face Classes
Across the College 2006–2009	70.3% Earned C or better	70.0% Earned C or better
Across the College FY 2009 only	70.1% Earned C or better	68.7% Earned C or better
Ages 19–21 2006–2009	70.0% Earned C or better	69.2% Earned C or better
Black, Non-Hispanic 2006–2009	53.0% Earned C or better	49.5% Earned C or better

Note: This table only includes campus sections for which there are corresponding online sections.

Criterion Three

DVL singled out analysis of traditional-aged students as well as black, non-Hispanic students as DVL was investigating how traditional-aged students and black students did in online courses compared to face-to-face courses. The department is analyzing these results and what they will mean for DVL services as of the writing of this document.

Goals, Opportunities, and Challenges for DVL

Distance and Virtual Learning has set the following strategic goals to guide the department as it continues to help Parkland faculty, students, and the wider community benefit from new technologies. At the same time, DVL is aware of several current and upcoming challenges and opportunities.

Strategic Goals

- Provide design, training, and support services to faculty who teach online courses and who use academic technology in any capacity. Introduce new technology systems and tools to faculty and integrate with the learning management system (LMS).
- Maintain the college's LMS and stay abreast of changes in the academic technology marketplace. Make any organizational or programmatic changes necessary to the LMS.
- Develop and maintain effective, reliable, and innovative web applications that support instructional and student services.
- Stay informed about accreditation and regulatory changes regarding distance learning, copyright law, and related issues.
- Participate in state and national distance learning/instructional technology organizations, such as the Illinois Community Colleges Online and the Instructional Technology Council.
- Provide effective technology support for the college LMS and other web-based applications, as well as audio/visual, multimedia, and video services to all areas of the college.

Opportunities and Challenges

- The Higher Learning Commission has published increased expectations for verifying the identity of online students and ensuring the rigor of online courses. Parkland must demonstrate that it meets these increased expectations.
- In the first two weeks of April 2011, the *Parkland Online* website was accessed 189 times from iPads, iPhones, and Android phones. The college makes smart choices about delivering content that can be consumed through mobile devices. A pilot program for teaching with mobile tablets began in fall 2011.
- DVL constantly works to improve the quality of its online courses and to support the faculty. DVL is developing a second, more advanced certification course for online faculty to be offered starting in spring 2012. This second course will cover instructional design methods and assessment techniques in more detail, as well as discuss developing content for mobile technology.

Criterion Three

- The technology marketplace changes rapidly. Parkland’s learning management system (LMS) provider, Angel Learning, was bought out by Blackboard in 2009. Blackboard advertised that it was retiring the Angel system in 2014, and thus Parkland will be moving to a new provider called Desire2Learn (D2L). The college began its research by hosting an event called “LMS Days” for any interested Illinois community college and university to see vendor presentations from five popular LMS companies. This session was attended by 60 people from 25 institutions. After inviting three LMS providers to campus for demonstrations and Q and A sessions, DVL conducted a faculty survey (148 respondents) to gauge the usefulness/popularity of common LMS functions and also to get general feedback. Following the survey, DVL had a large session in the Center for Excellence to discuss. Everyone in attendance who spoke agreed that Desire2Learn (D2L) was the best choice.

The DVL Department has established the following conversion benchmarks:

Spring 2012

1. Contract is signed with D2L.
2. Pilot courses are identified for summer 12-week delivery.
3. Faculty training begins.

Summer 2012

1. Pilot group teaches on new system (10 faculty).
2. Faculty training continues (83 participants as of June 30, 2012)

Fall 2012

1. Significant percentage (approximately 50 percent) of all classes use new system.

Spring 2013

1. Almost all courses use new system.

Summer 2013

1. Angel is gone.
2. All courses use new system.
3. Incompletes from previous semesters are on new system.

➡ **More details on how Parkland chose its new learning management system may be found here.**

Criterion Three

Core Component 3d

Parkland College's learning resources support student learning and effective teaching.

Parkland College learning resources include, but are not limited to, Parkland's library; the use of technological innovations; the Office of Disability Services; and numerous laboratories, studios, and other spaces where students receive hands-on experience.

Library

The Parkland College Library provides a welcoming environment for students, faculty, staff, and community members. The library has a *high tech, high touch* philosophy that is manifested in all of the library units, especially in the Information Services and Access Services units, where patrons are taught and assisted by a highly competent group of librarian faculty and support staff. Its close working relationship with discipline faculty across the campus allows the library to provide a collection of materials and instructional support to all areas of the college, including nontraditional library areas such as the natural sciences and engineering, as well as Counseling and Advising, Adult Education, the Center for Excellence in Teaching and Learning, and administration.

The library has the following learning resources available to students enrolled at Parkland, including dual credit students as well as members of the community at large:

- An extensive collection of materials to support curricular and lifelong learning needs, including the following:
 - Books, DVDs, and music CDs (collection of 115,000+)
 - Periodicals and newspapers (collection of 300+)
 - Electronic subscription databases that include 54,000 serial titles
- Master-degreed information and instruction librarians (four full-time, three part-time) available when the library is open
- Custom-designed information sessions for classrooms
- Access to collections of 76 libraries through the Consortium of Academic and Research Libraries in Illinois (CARLI)
- A variety of study spaces to accommodate different learning styles: silent floor, group study, comfortable lounges, study carrels, and a lively Information Commons with computers. Library remodeling was completed in 2010.

Parkland's library is open 72.5 hours a week: Monday through Thursday, 7:30 a.m. to 10 p.m.; Friday, 7:30 a.m. to 5 p.m.; and Saturday, 10 a.m. to 2 p.m., with reduced hours during the summer. However, the library ensures that all students have access to learning resources by providing online access to electronic resources and online catalog requests, 24/7. In addition, students can access librarian help through live chat and email. Promotion of and information about Parkland College Library resources, programs, and events are regularly posted to the library's blog, Twitter, Facebook, my.Parkland, and the library bathroom publication, *The Toilet Paper*.

Criterion Three

Online and Electronic Resources

In addition to its online library catalog and its live chat, the library uses technology such as the following to support student learning and staff and faculty development:

- **↔ Online Libguides:** Online user guides that incorporate streaming video, replacing paper handouts for many classes; 91 guides were in use by faculty as of January 2012 and over 100,000 web ‘hits’ in 2011.
- Kindles and iPads for general check-out and clickers for faculty classroom use
- Online tutorials (YouTube, iTunesU)
- Embedded librarians in online classes when requested: chat, librarian office hours, tutorials, online subject guides, etc., including a creative series of short videos titled ↔ “Jane Says” detailing instructions for some of the library’s most frequently asked questions
- New technologies such as Wi-Fi, email help, iPads for reference and instruction, Kindles, clickers, streaming video service, online reserves, online tutorials, and class management software
- Technology and content expertise to support faculty development, for example, eBook readers, clickers, iPads, and online plagiarism detection
- **↔ Online tutorials**

Financial Resources

Parkland provides sufficient financial resources to support the library’s services to students, faculty, and staff. Though the budget has been mostly flat for several years, with no increases to the acquisitions lines (books, AV, electronic databases, etc.), adjustments to periodicals and electronic resources have been made to accommodate product cost increases. This has been accomplished by moving funds from other lines within the library budget (supplies, library materials). Financial support for the college archives was cut in 2002 when the records management program was decentralized. The archives unit has not been able to function without financial and human resources. In FY 2011, the library received funding to hire a 19-hour/week librarian to revitalize and rebuild the college archives. In FY 2012, administration again provided this funding.

Library Partnerships

The library has implemented the following partnerships to enhance student learning and/or strengthen teaching effectiveness:

- Sessions in the Center for Excellence in Teaching and Learning (copyright, electronic resources, clickers, streaming video, online library services, new full-time and part-time faculty orientations, etc.)
- Roving reference hours in the Writing Lab, fall 2010
- Participation in the new student orientation and First Year Experience committees
- Integral partner in the online SOAR
- Librarians serving as judges on the Parkland Challenge high school quiz bowl
- Comanagement of ↔ SPARK, Parkland’s open-access digital repository, with the Center for Excellence in

Criterion Three

Teaching and Learning. Since SPARK went live on October 5, 2010, there have been 11,816 downloads (FY 2011: 2926 downloads and FY 2012: 8890 downloads).

- Collaboration across campus in the Parkland Reads: One Book, One College program; library coordinates and funds program
- Hosting one to two practicum students from the University of Illinois at Urbana-Champaign's Graduate School of Library and Information Science each semester

Evaluation of Services

The Parkland library regularly evaluates the use of services/resources through usage and gate count data, instruction sessions data, and collection data reports, as well as regular patron surveys. In addition, the library's Suggestions and Solutions, through which patrons ask questions and staff post answers, provides a means for monitoring patrons' attitudes about the library.

In FY 2010 the Parkland library had 81,890 circulation transactions and 4,271 reserve material transactions. Also in that year, the gate count in a typical week was 10,124. See Support Assessment reports for complete data for [↻ 2009–2010](#) and [↻ 2010–2011](#).

The library uses the following to evaluate the effectiveness of services/resources:

- Ongoing assessment of library instruction for Critical Comprehension Skills (CCS) and English sessions using i>clickers
- Suggestions collected via online forms and paper suggestion cards
- Monthly meetings of unit heads
- Monthly meetings of faculty and staff

Criterion Three

Library Instruction Sessions

Library information-literacy instruction is steadily increasing. Advertising instruction sessions to teaching faculty may be the reason for the increase in the number of sessions, as may the incorporation of information literacy by the Natural Sciences faculty in the BIO classes. The library is developing stand-alone “anytime, anywhere” modules to deliver instruction to broaden its reach and resources.

Instruction session statistics are kept on log sheets and in the campus-side GroupWise calendar system. Statistics are then compiled at the end of each semester and stored in a spreadsheet. *See Table 13.*

Table 13. Summary of library instruction from FY 2008 to FY 2011.

Academic Year	Sessions: Total Number and % Change	Number of Students	Top Five Course Prefixes (Number of Classes)	Number of Developmental Classes/Number of Students
2007/08 (FY 2008)	221 / +4%	3,406	ENG (67) CCS (63) SPE (14) PSY (12) HUM (11)	76 / 1,042
2008/09 (FY 2009)	241 / +9%	3,614	ENG (78) CCS (50) BIO (24) SPE (23) CHE (11) PSY (8)	62 / 755
2009/10 (FY 2010)	265 / +9.5%	3,943	CCS (71) ENG (62) SPE (27) BIO (26) CHE (16)	79 / 1,013
2010/11 (FY 2011)	259 / -1.89%	3,983	ENG (83) CCS (34) BIO (26) CHE (25) SPE (21)	48 / 543

Criterion Three

Information Desk Contacts

In FY 2010 and FY 2011, Information Desk contacts were sampled twice per year: one week in October and one week in March. Prior to FY 2010, data was collected daily. Data are stored in a spreadsheet and reported to the Office of Institutional Accountability and Research, the Illinois Heartland Library System (annually), and the Academic Library Survey (biannually). See *Table 14*.

Table 14. Summary of information desk contacts from FY 2008 to FY 2011.

Academic Year	Reference Transactions and % Change	Directional Queries and % Change
2007/08 (FY 2008)	11,862 / +30%	1,561 / -37%
2008/09 (FY 2009)	12,857 / +8%	1,829 / +17%
2009/10 (FY 2010)	10,428 / -18%	1,706 / -6.72%
2010/11 (FY 2011)	13,152 / +26%	1,936 / +13.4%

Classroom Technologies

The college uses a variety of technologies to assist student learning, including smart classrooms with LCD projectors and student response clicker systems.

Smart Classrooms and LCD Projectors

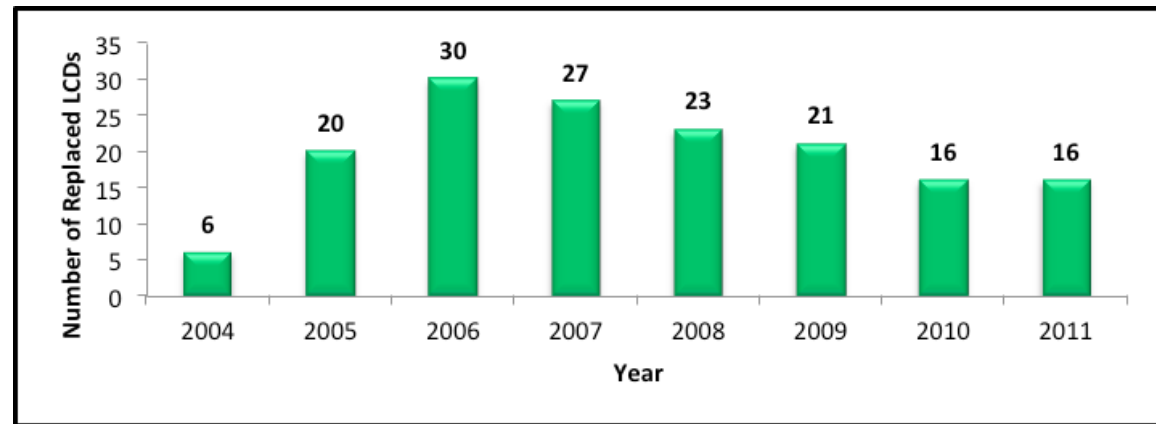
Since the last self-study, there has been a significant increase in the number of smart classrooms on the Parkland campus. Smart classrooms are technology-enhanced classrooms that integrate computers and multimedia components in order to foster teaching and learning. The majority of classrooms on campus have an instructor station with computer, speakers, DVD, video playback, streaming, and Internet capabilities. Further, most are equipped with ceiling-mounted projectors and screens. A variation is an oversized LCD monitor in place of a screen.

There are also a smaller number of classrooms with “Smartboards” or tablet monitors. The advantage of these devices is that an instructor can make notes directly on the board or monitor, and in the case of the latter the results are displayed on the projected image. The monitors can typically save the notes as well. Other examples of technological tools that are becoming more and more prevalent in classrooms are document cameras and clickers, which are growing in popularity.

Currently, Parkland has 170 smart classrooms and labs. In addition, 45 smart classrooms currently have document cameras/visual presenters that are connected to the LCD projectors and the instructor computers. Touch-sensitive computer monitors also give instructors the ability to create annotations over the projected images in some classrooms. Since 2004, the college has installed or replaced 159 LCD projectors. See *Figure 7*.

Criterion Three

Figure 7. Number of LCD projectors replaced at Parkland College from 2004 to 2011.



All of the LCD projectors installed on campus since 2004 are connected to the college's internal campus network and can be monitored remotely. This allows technicians to track lamp and filter hours and save energy by shutting them off remotely if they are left on after evening or weekend classes.

Technology upgrades have been accomplished and driven by faculty and department requests. As technology continues to improve, the overall cost of equipment and maintenance decreases. New LCD projectors are more energy efficient; the lamps last longer and save operating costs. The college continually evaluates its needs in order to effectively enhance teaching and learning in traditional classrooms as well as virtual environments.

Student Response Clicker Systems

Currently, the library, Natural Sciences, Business and Agri-Industries, Social Sciences and Human Services, Fine and Applied Arts, and Humanities departments are using student response systems (clickers). The library has two sets: one for use during library instruction and one that gets checked out to faculty and staff. Using clickers encourages students to actively participate and be assessed in library instruction by submitting responses to interactive questions using a wireless keypad. The tool allows the library instruction team to formally assess sessions and provide on-the-spot feedback to promote student understanding during instruction sessions.

During the proposal for funds, it was determined that a task force should be formed to select a standard clicker brand for Parkland College. After reviewing several brands, the task force selected i>clickers based on ease of use and the number of transfer schools also using the i>clicker brand. With a standard clicker brand on campus, students are able to use clickers in multiple classes without the need to purchase different types. The Parkland Bookstore sells and buys back clickers, as well.

Criterion Three

During fall 2009, the library began using the i>clicker system to assess library instruction sessions for ENG 099/101/102 and CCS 099. Not all visits were assessed; the following data are from 214 students in 15 classes. See Table 15.

Table 15. Summary of clicker use in ENG 099/101/102 and CCS 099 from FY 2009 to FY 2011.

Sample Questions	Number of sessions assessed			Percent of students answering correctly		
	FY 2009	FY 2010	FY 2011	FY 2009	FY 2010	FY 2011
(Q) You search a database to find... (A) Full text of articles	16	24	15	82.4	87	84
(Q) The most important factor when evaluating a website is... (A) The author(ity)	9	19	9	56.8	74	86
(Q) Parkland library's online catalog is used to find information on... (A) Books and videos owned by the library	12	22	9	72	78	79

With the use of clickers, the library has assessed over 1,000 students in approximately 80 classes since fall 2009. Through these assessments, the library changed question wording and altered the way website evaluation instruction is covered. Students have embraced the use of technology in the library classroom by being more actively engaged and demonstrating their understanding of the material covered.

Office of Disability Services (ODS)

The Office of Disability Services supports student learning by helping Parkland students with disabilities obtain and effectively utilize the academic adjustments/accommodations and auxiliary aids for which they are eligible under federal law. Online students are also afforded the same types of accommodations and services as their peers who are in the physical classroom. Accommodations may include extended testing time and alternate format books, as well as the assurance that the information on the course management system is accessible. Parkland supports learning for all students, as is consistent with the college's mission. The mission of the Office of Disability Services is as follows:

- provide assistance to students in determining, requesting, and using accommodations
- help students understand their abilities, needs, and the resources available to promote their learning, independence, and personal development

Criterion Three

- foster an environment that encourages personal and academic growth and facilitates attainment of students' educational goals
- be an educational resource on disabilities concerns for students, faculty, staff, and the community

Office of Disability Services ID Cards

In 2009, staff examined best practices at other institutions to determine effective strategies for promoting student self-advocacy. During summer 2010, the Office of Disability Services implemented an **↔ ODS ID card** as a method of promoting independence and self-advocacy for students. The campus community was informed about the procedural change, and all students registered with ODS were notified by mail. This new process puts the student in the “driver’s seat” with ODS staff close at hand to help students advocate for their approved accommodations. The card is now issued during the first follow-up meeting with new ODS students once they are officially registered for classes.

Office of Disability Services Coordination with Internal and External Agencies

The director of the Office of Disability Services has developed solid relationships with District 505 high school personnel and regularly attends over 60 percent of the Individual Education Plan (IEP) meetings to which she is invited. Parkland’s Office of Disability Services also offers classroom/academic accommodations that correspond to the documentation students provide that summarizes their disabilities. In addition, the ODS refers students to campus offices such the following:

- Center for Academic Success (CAS)
- Counseling and Advising
- Career Center

Finally, ODS facilitates referrals to such outside agencies as:

- Illinois Department of Rehabilitation Services/Department of Human Services
- Persons Assuming Control of their Environment (PACE)
- Community Elements wellness and recovery services
- Community Choices, Inc., services and resources for individuals with disabilities and their families.

Handbook for Students with Disabilities

↔ *The Handbook for Students with Disabilities* was developed in 2009 as a way to organize information, policies, and procedures for students. The handbook is updated each year and is available online. This information is also made available to students in print or other electronic formats upon request and is explained during intake meetings with new students.

Office of Disability Services Usage Numbers

A total of 172 student intakes were completed for AY 2011, which is an increase from 132 student intake sessions in AY 2010. The intake session is the initial meeting with the student, parents, and Parkland’s disability

Criterion Three

services staff. The meeting helps the student become acclimated to services in ODS and acquire a better understanding of the differences between high school and college disability services and accommodations. The increase in the number of student intakes may result from a national trend toward advocating for more postsecondary education for individuals with disabilities to maximize their full potential in the workplace. The increase may also be attributed to campus outreach at student events, where staff distribute information regarding campus services for students with disabilities.

Office of Disability Services “A Day at Parkland” Annual Event

Parkland’s Office of Disability Services hosts an annual event to expose high school students with disabilities, their parents, and high school counselors to the college campus. During “A Day at Parkland,” staff from key areas of the campus explain procedures for admissions, financial aid, getting involved in student life, and accessing campus support services in tutoring and counseling. The event began in 2007 with 11 district high schools represented. Every effort is made to schedule this event during October when high school staff are most available. See Table 16.

Table 16. Statistics for “A Day at Parkland” from 2007 to 2010.

	Total Number of Schools Registered	Total Number of People Registered	Total Number of People Attended
Fall 2007	11	129	119
Spring 2008	16	149	116
Fall 2008*	13	143	114
Fall 2009	8	106	114
Spring 2010	10	117	67
Fall 2010	16	235	168

* “A Day at Parkland” was not offered spring 2009.

Criterion Three

Participant feedback obtained at these events in particular, the student panels, indicates that these “A Day at Parkland” events are helpful. *See Table 17.*

Table 17. Summary of opinions of “A Day At Parkland” participants.

Question		Juniors (42)	Seniors (79)	H. S. Staff (6)	Parents (2)
Information was helpful:	Agree	42	78	6	2
	Disagree	0	1	0	0
I liked:	Student Panel	34	60	5	1
	Speakers	23	45	4	1
	ODS Overview	22	44	4	0

Several themes emerged from the responses. Students reported more satisfaction with hearing other students speak about college life. General information was more appreciated by students preparing to graduate from high school, while high school juniors appeared overall less interested in the program.

Office of Disability Services Evaluations

Consistent with all student services units and academic departments, the Office of Disability Services evaluates the effectiveness of its services to students through an end-of-semester survey given to students during final exam week. The survey asks questions about students’ experiences for the semester and their satisfaction with services received through the ODS. Students are also asked to provide comments. *See Table 18.*

Table 18. End-of-semester ODS survey responses and comments, May 2011.

Statement on Evaluations	Yes	Not Sure	No
My academic accommodations were coordinated in a timely manner.	41	0	0
I am able to discuss my disability in a private setting.	39	1	1
My academic accommodations are contributing to my success.	41	0	0
ODS staff members are courteous and respectful.	41	0	0
I feel comfortable contacting ODS staff with questions/concerns.	40	0	0
Overall, my experience with the Office of Disability Services has been positive.	41	0	0

Total surveys received: 41

Criterion Three

Office of Disability Services and Supportive Technology

ODS makes available a variety of assistive technologies across campus. This includes software such as Zoom Text, Read and Write Gold, Dragon Naturally Speaking, Window Eyes, and Kurzweil. A variety of small electronics such as scientific, graphing, and talking calculators and tape recorders are offered to students through ODS's equipment lending program.

Office of Disability Services Best Practices and Improvements

The Office of Disability Services continually seeks to improve what it can offer to the college. The following are some examples of these improvements:

- **Read and Write Gold software:** The Center for Academic Success (CAS) purchased a site license for Read and Write Gold software. This software helps all readers and writers with editing, word prediction, and speech-to-text features. ODS works closely with CAS and provides guided training sessions to help students become familiar with the program.
- **Access Text Network:** ODS participated in beta testing of a program called Access Text Network where textbook publishers provide college texts in alternate formats. Participation in the Access Text Network has allowed ODS to access textbooks quickly in alternate formats for Parkland students. The college is now a member of the Access Text Network and uses this means to acquire electronic format texts directly from the publishers, when available.
- **Coordination with local high schools and community organizations:** The Office of Disability Services has established solid linkages with the high schools and community organizations that partner to offer disability-related services and resources.
- **Meetings with students:** ODS helps facilitate meetings for students three weeks before classes begin and also during weeks three and four of the semester. This intentional approach with students gives them additional opportunities to acquire a level of comfort with ODS staff, while making needed connections on campus that help students transition more effectively from high school to college.
- **Support of student self-advocacy:** During the intake process, students are encouraged to be active in self-advocacy. Faculty receive a letter of introduction of services from ODS, and students are encouraged to visit faculty during office hours whenever possible to foster deeper connections to help students achieve their academic goals.

Educational Spaces

Parkland students have many opportunities to practice what they learn in a number of state-of-the-art **classrooms, laboratories, studios, and practice sites**. The college is strongly committed to dedicating space and purchasing and maintaining equipment to support student learning. Since the last self-study, faculty and administration collaborated to create many new learning environments to support best practices described by program advisory boards and/or outlined at professional conferences. Examples include the following:

- The Department of Humanities has committed budget every year to convert composition classrooms to

Criterion Three

computer labs so that the process of writing can be taught more effectively with word processing programs and other resource software.

- The H-wing (the Health Professions portion of Parkland College on Mattis Avenue) opened in 2009 with labs designed by faculty. The additional space not only relieved pressure on overtaxed labs in the L-wing, but it created unique, highly innovative learning laboratories. Chief among these are the I-Stan (Human Simulator) lab used by many health professions programs and the Independence Center, used by the Occupational Therapy Program.
- The Applied Technology Center, opening in fall 2012, will colocate several Engineering Science and Technologies programs that were off-campus, in temporary facilities, or in outmoded, overcrowded spaces. While all labs were designed by faculty in response to current and future industry needs, of special note is the Automotive Lab, designed like a modern commercial repair facility to better enable students to move seamlessly from learning lab to job site.

Available Computers

Students have 170 computers available 71.5 hours a week for open use. *See Table 19.*

Table 19. *Computers available to Parkland students.*

Location of Computers	Number of Computers	Hours of Availability
M108	58 computers	Spring/Fall hours: 8 a.m.–10 p.m. M–Th 8 a.m.–5 p.m. Fridays
Library	34 computers (R201) 10 computers in media viewing area (R201) 24 computers (R227)	Spring/Fall hours: 7:30 a.m.–10 p.m. M–Th 7:30 a.m.–5 p.m. Fridays 10 a.m.–2 p.m. Saturdays
CAS	14 computers (main area) 16 in computers (D127) 6 computers (Writing Lab) 8 computers used in overflow situations when small classes are not in session (D140)	Spring/Fall hours: 8 a.m.–5 p.m. M–F Peer Tutoring has extended hours: 9 a.m.–9 p.m. M–Th 9 a.m.–5 p.m. F The Writing Lab has extended hours: 9 a.m.–5:50 p.m. M–Th 9 a.m.–1:50 p.m. F Beginning spring 2012, the Writing Lab space will be used by the Eastern Illinois University Writing Lab at Parkland during these hours: 6:30 p.m.–9 p.m. M–Th 10 a.m.–2 p.m. Saturdays

Criterion Three

Additional Campus Labs

Parkland's expansion with a new Applied Technology Center and a new Student Services Center will free up space for more labs for areas ranging from automotive technology to biology. Additionally, students must have spaces to practice their skills. Parkland's Speech Lab, for example, gives students a place to videotape their speeches before they deliver them in class, thereby reducing some of the anxiety that naturally comes with public speaking. Parkland's commitment to students includes a commitment to practice spaces for learning and adequate spaces to practice technical skills in career and technical areas.

Strengths and Challenges

The self-study identified the following strengths and challenges:

Strengths:

Parkland's student services advance learning throughout a student's development at the college. All of the learning support services work collaboratively to engage the student in learning; student services units partner with academic departments to collect feedback from students to improve services and promote lifelong learning and development.

The college successfully demonstrates it has an embedded "culture of assessment." In both academic and student services, assessment is a routine and useful way of ensuring quality improvement of student learning and development.

Parkland sustains a culture of innovation in teaching and learning facilitated in its award-winning Center for Excellence in Teaching and Learning. The college's resources including, but not limited to, Distance and Virtual Learning, the library, and individual efforts on the part of highly qualified faculty and staff foster creativity and ingenuity in both the traditional classroom and in the online environment.

As called for by its mission, Parkland offers services and programs to learners with different ability levels. The one-on-one support for student learning, demonstrated throughout the college but exemplified in the Center for Academic Success, underscores the college's commitment to engaging all of its students in learning and development.

Challenges:

Through the hard work of Distance and Virtual Learning, Parkland provides faculty with strong pedagogical and technical support for online course delivery. Faculty engage with Distance and Virtual Learning voluntarily and at the faculty member's initiation. The evaluation of the actual delivery of online courses remains the responsibility of the academic department chairs or their trained designees. These individuals have received no special training to evaluate the quality of online courses, and online courses are not consistently included as part of a faculty member's regularly scheduled evaluation. More effort is required to formalize the evaluation of faculty who teach online.

Criterion Three

Though the college has a strong culture of assessment, some individual faculty members find participation in academic assessment to be challenging, or perhaps, an “extra” task as opposed to part of their job descriptions. Parkland’s is a tradition of ideas and innovations bubbling up from faculty and staff. Creating a culture of assessment takes strong leadership as well as resources to help faculty and staff with the tools they need to perform better assessments and to learn from those assessments. Parkland has demonstrated its commitment to creating and sustaining a culture of assessment and will continue to grow in this area.

Through the hard work of Distance and Virtual Learning, Parkland has demonstrated a strong commitment to assessing and fully tracking online courses. At the department level, however, assessing the actual *delivery* of online classes is still in the formative stages. Individual faculty members are evaluated regularly in their classroom settings, but more effort needs to be made to evaluate online instruction in a coordinated fashion.

Career and technical programs (in particular) need to be able to hire qualified full-time faculty members to sustain their evolving programs; however, the set number of full-time faculty (at 175), makes sustaining quality career and technical programs challenging because of the specialized requirements of those individual fields. The same can be said for transfer programs as well. Limiting the possible hiring of qualified faculty makes program growth problematic.

Criterion Four

Criterion 4: Acquisition, Discovery, and Application of Knowledge

Parkland promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Parkland College is a *community* college dedicated to the promotion of lifelong learning for its faculty, students, staff, and administrators. The commitment to professional growth and development is demonstrated by Parkland's attention to professional development, student and faculty scholarship, assessment of general education courses, input from a variety of sources for career programs, commitment to international education, adult transitional learners, and emphasis on using information responsibly.

Core Component 4a

Parkland College demonstrates, through the actions of its board, administrators, students, and staff that it values a life of learning.

Professional Development for Staff and Faculty

Lifelong learning at Parkland College is evident in the college's emphasis on professional development for *all* staff, faculty, and administrators. The college allocates substantial resources for professional development at the college. **↔ Performance Indicator E.3** states that the ratio of professional development funds to salaries will be 2–5 percent. The college's ratios have been approximately 2–2.5 percent. *See Table 1.*

Table 1. Overview of professional development funds as compared to overall salaries for the college for 2006 through 2012.

Year	Salaries	CET *	Travel	Ratio
2006	\$28,105,936	\$188,930	\$390,463	2.06%
2007	\$28,734,665	\$193,113	\$409,849	2.10%
2008	\$30,802,011	\$205,874	\$563,612	2.50%
2009	\$31,821,193	\$215,875	\$598,872	2.56%
2010	\$31,858,032	\$179,768	\$499,885	2.13%
2011	\$32,321,588	\$170,091.80	\$479,558	2.01%

***NOTE:** CET contains funds managed by the Center for Excellence in Teaching and Learning (e.g. staffing and support of professional development activity).

Criterion Four

As indicated by **Table 1**, Parkland College has achieved its goal of maintaining the ratio of professional development funds to salaries at between 2 and 5 percent. However, there are three factors that contribute to why this percentage has decreased in recent years:

- **Salaries.** Salaries have increased annually due to union contract raises, and expenses on travel have not increased at the same rate.
- **Fiscal Responsibility.** Given the State of Illinois' budget crisis, the college has encouraged its employees to be very conscious of their budgets, including travel/conferences.
- **Decreased Center for Excellence in Teaching and Learning Expenses.** The Center for Excellence in Teaching and Learning's CET budget expenses decreased when its previous director retired, her salary being reflective of her long tenure when compared to the new director's tenure.

Even though the numbers might show an apparent decreasing commitment to professional development, these three issues need to be factored into this discussion. Additional opportunities for professional development are offered in many ways at Parkland College through the Center for Excellence in Teaching and Learning; the Leadership Conference; professional development funds; internal tuition waivers; sabbaticals; and in faculty, staff, and student open forums.

Center for Excellence in Teaching and Learning

The Center for Excellence in Teaching and Learning (CETL) is the epicenter for professional development at Parkland College. Each semester, course offerings emerge based on previous faculty and staff feedback and participation. The CETL also receives valuable feedback from faculty and staff advisory boards, which meet regularly to discuss ongoing professional development needs. The recent online certification course EDU 914 is one example of faculty-driven professional development, specifically designed by and for teachers of both online and hybrid courses. One of the most prevalent faculty comments following the online certification course is that instructors get a much better feel for what their students experience in the online environment. *For more information about the Center for Excellence in Teaching and Learning, see Criterion 3b.*

CETL Participants and Facilitators

Those who facilitate sessions and those who participate come from across the campus; faculty, staff, and administrators have regularly served as facilitators and participants. CETL participation is quite robust. Note that decreases in participation in FY 2011 occurred when the campus-wide e-mail function went away in favor of communication coming exclusively through the my.Parkland portal. However, the college recognized this issue, and participation has increased since using an e-mail communication to refer the college to the professional development calendar on the portal. CETL staff are pleased with the rise in participation in fall 2011. *See Figure 1 for participants (duplicated) and Figure 2 for participants (unduplicated).*

For more on CETL participation, see these documents: [↔ CETL participants](#) and [↔ CETL facilitators](#).

Criterion Four

Figure 1. Center for Excellence in Teaching and Learning participants from 2009 to 2012 (duplicated).

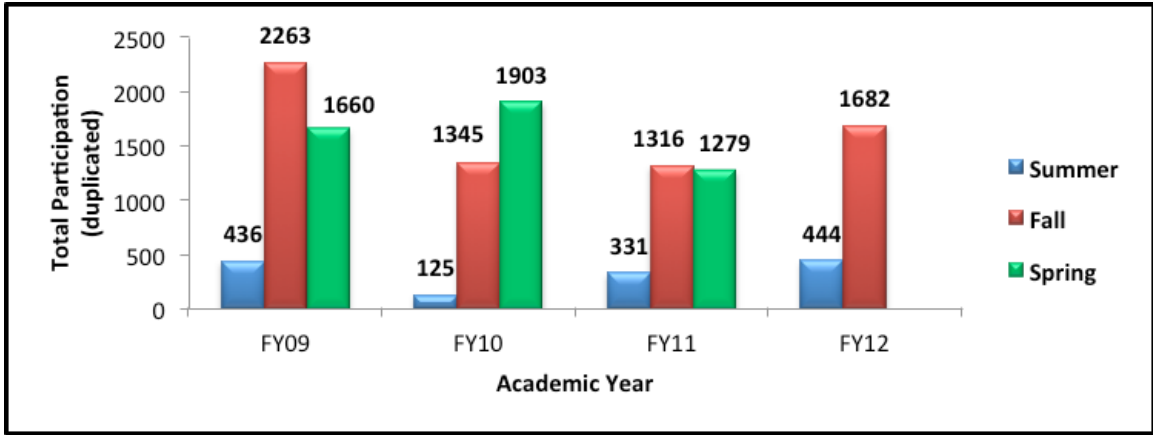
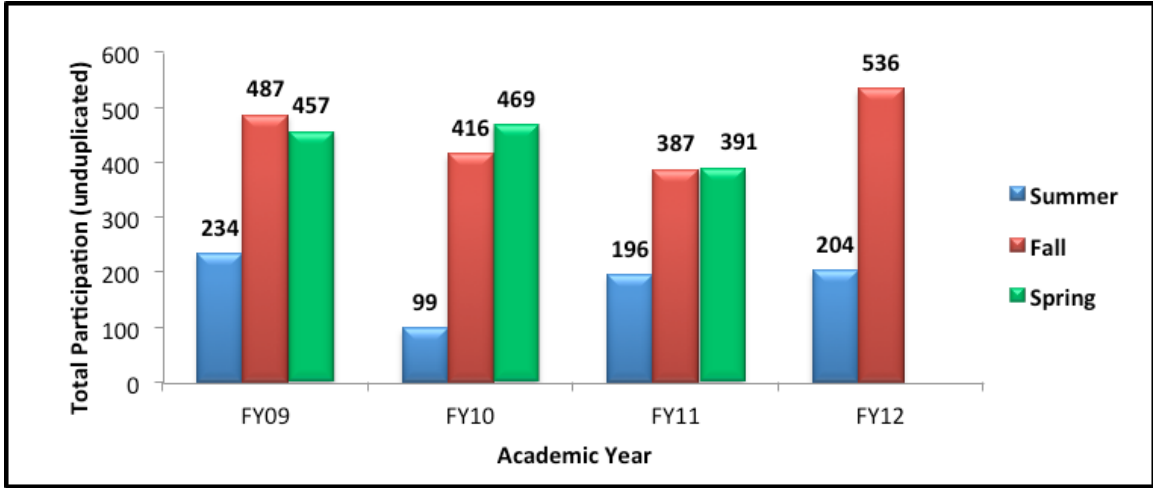


Figure 2. Center for Excellence in Teaching and Learning participants from 2009 to 2012 (unduplicated).



Criterion Four

CETL Formative Feedback

The Center for Excellence gathers feedback at each professional development session to gauge satisfaction, relevance, learning, and future programming suggestions. During the spring 2012 semester, participants provided the following feedback. *See Table 2.*

Table 2. Center for Excellence in Teaching and Learning formative feedback, spring 2012.

Please rate the following statements:	Total Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
This session was relevant to me professionally and/or personally	545	456/83.7%	84/15.4%	3	2
I learned something in this session.	545	543/83.1%	85/15.5%	3	0

CETL and Staff Development

Over the last two years, the Center for Excellence has increased its emphasis on staff programming, trying to focus not just on training but on professional development opportunities that will benefit both the staff members' careers and students' experiences at Parkland College. Efforts have yielded two major additions to the annual calendar, the Staff Retreat in the summer and a Staff Professional Development Series that runs throughout the academic year.

Staff Retreat

The Staff Retreat is a half-day event that incorporates several sessions allowing for deeper exploration of professional development topics than the traditional one-hour CETL sessions permit. For example, a recent Staff Retreat session entitled "Bringing out the Best in Your Colleagues, a GIFTS session (Great Ideas from/for Talented Staff)" encouraged staff to present on their areas of expertise. The Center received positive feedback, including, "Great learning experiences; I really liked the practical exercise," and "I learned a lot of useful information; it's a nice break from the 'classroom lecture type' environment." *See Table 3.*

Table 3. Number of participants and feedback from CETL staff retreats, 2010–2011.

Date of Staff Retreat	Number of Participants	Link to Staff Retreat Feedback
Summer 2010	20	↪ 2010 Feedback
Summer 2011	23	↪ 2011 Feedback

Criterion Four

Staff Professional Development Series

The **↔ Staff Professional Development series** is new, beginning in fall 2011. Each of the sessions in the series is designed to help participants sharpen their skills, get the most from professional relationships, and feel engaged with Parkland's mission. To complete the series, participants need to attend eight of the eleven scheduled sessions and take one technology-related course through either Business Training or the Computer Technology Center. The series can be completed in one academic year, but it can be done over a longer period if necessary. As of the writing of this document, feedback is still being collected for the FY 2012 year and will be analyzed in fall 2012.

CETL Awards and Recognition

The Center for Excellence in Teaching and Learning has built a reputation for best practice standards in professional development offerings. As evidence, Parkland has showcased its center programming at both national and international conferences:

Recent Conference Presentations

- Association of Community College Trustees Annual Conference (2008 and 2011)
- Higher Learning Commission Annual Meeting (2007)
- Illinois Community College Faculty Association (ICCFA) *Teaching and Learning Excellence Conference* (2011)
- Illinois Council of Community College Administrators Fall Conference (2007, 2008, and 2011)
- National Institute for Staff and Organizational Development (NISOD) *International Conference on Teaching and Leadership Excellence* (2006, 2008, 2009, 2011, and 2012)
- North American Council for Staff Program and Organizational Development (NCSPOD) Conference (2007 and 2008)

Collaboration and Sharing Best Practices in Faculty and Staff Development

- Heartland Community College contacted the chair of the Professional Development Committee for faculty and Center for Excellence director in November 2010 to inquire about center programming and organizational structure. This led to the partnership of Parkland and Heartland in applying for and receiving grant funds from the ICCFA for a collaborative Great Teachers Retreat involving faculty from both institutions.
- Joliet Junior College faculty and staff scheduled a Parkland campus visit in February 2010 to attend a presentation on types of programming and “best practice” center organization for centralizing and improving professional development opportunities.
- Many **↔ external interest groups** have contacted the Center inquiring about specific programming.

Criterion Four

The Professional Development Committee (a subcommittee of the Parkland College Association) advises the director of the Center for Excellence in Teaching and Learning on direction, programming, and recognizing outstanding faculty and staff annually. The committee regularly chooses the following:

- a full-time faculty member to be the recipient of the National Institute for Staff and Organizational Development (NISOD) award
- a full-time faculty member to receive the Illinois Community College Trustee Association (ICCTA) full-time faculty award
- a part-time faculty member to receive the Illinois Community College Trustee Association (ICCTA) part-time faculty award
- a Staff Excellence Award for staff serving over five years
- a Staff Excellence Award for staff serving fewer than five years
- an Entrepreneurial Faculty Fellow award
- an Online Teaching Excellence award

These faculty and staff members receive stipends, certificates, and are recognized publicly on the [college's website](#). Recognition is an important part of professional development and growth, and Parkland publicly acknowledges the accomplishments of its faculty and staff.

The Leadership Conference

The Leadership Conference is a Parkland-funded three-day event that began with former president, Dr. Zelema Harris, in 1994. The leadership conference encourages professional development for faculty and staff to promote growth from within the institution, with 152 attendees since 2002. Faculty and staff are invited to attend the conference, and about 24 participants are selected per year. The conference is held off campus to facilitate a different energy among the cohorts and openness with key administrators. To date, leadership roles on PCA committees, department chairs, college administration, and management positions have been filled with attendees from the leadership conference. The college annually allocates over \$15,000 for this important opportunity for professional development, indicating the value Parkland College places on individual professional development and emerging leadership.

Professional Development Funds

Parkland Academic Employees (PAE) are eligible for reimbursements of tuition and fees at four-year colleges and universities and/or tuition and fees for workshops/training sessions which are required by governmental or accrediting agencies for faculty certification in vocational programs. Each year, the college allocates \$36,000 total to provide up to \$1,800 per bargaining unit member, with an additional \$500 available to each PAE member for the purposes of professional travel. Each academic department chooses how to distribute these funds. Parkland also sets aside \$15,000 for Part-Time Faculty Organization (PTFO) members for of professional development, conferences, mandatory continuing education, and license certification required to teach at the college.

Criterion Four

PTFO members are eligible for up to \$700. Likewise, \$15,000 is set aside for Professional Support Staff members, and each member is eligible for up to \$400.

Internal Tuition Waivers

Another important financial resource put towards professional development is the tuition waiver. Waivers are a contractual benefit granted to faculty, staff, and administration. Over the past five years, 2,519 tuition waivers have been approved for professional development and personal growth.

Sabbaticals

Parkland believes that sabbatical leaves for full-time faculty lead to more effective teaching and learning. These leaves are intended to promote professional growth, enrichment, reevaluation, renewal, and reaffirmation of one's commitment to higher education (Policy 9.07). Full-time faculty are eligible for a one-semester sabbatical after six years of full-time service to Parkland College and are eligible for a yearlong sabbatical after twelve years of full-time service. The Sabbatical Leave Committee of the PCA oversees the application and recommendation process outlined in Procedure 9.07. The vice president for academic services reviews the recommendations and if approved, forwards them to the president. Sabbatical recipients must be approved by the board of trustees. Sabbaticals are granted based on available funds. Typically two are awarded for each academic year.

Upon return from sabbatical, faculty are required to present to the board of trustees and the PCA Senate as well as submit sabbatical reports to the vice president for academic services and the library. These reports demonstrate the fulfillment of the goals of the sabbatical policy. For example, spring 2011 sabbatical recipient Associate Professor of Sociology and Psychology Laura Jamison as a student had been inspired by the historical figure Jane Addams. Professor Jamison, who returned to campus energized by her research into Jane Addams as a person, also created a costume and portrayal script so she could bring Addams to life for her students. John Sheahan, a counselor who took a semester sabbatical in spring 2010, renewed his commitment to counseling today's students and returned to campus having studied the autism spectrum, a disorder less understood and much less observed in higher education when he had started his career.

➡ [Learn more details on sabbaticals granted since 1975.](#)

Faculty, Staff, and Student Open Forums

Faculty and staff have regular and open “faculty forum” and “staff forum” meetings with the executive leadership of the college. These open discussions have been well-received by the college and have provided staff, faculty, and administrators a space to discuss issues as varied as the following:

- college bandwidth issues
- concerns about serving increasing numbers of students without increasing resources
- Datatel/Colleague migration issues
- external pressures from performance funding and pension systems
- budget concerns as related to the state recession

Criterion Four

- student success and retention ideas

Some issues as simple as bandwidth were dealt with quickly so that faculty could more fully utilize current technology in their classrooms. However, complex issues such as data migration and use of comprehensive management software are more difficult to resolve. Out of these informal gatherings, however, came a more comprehensive approach to discussing the challenges posed by Datatel in monthly Colleague Coffee Hours in the Center for Excellence in Teaching and Learning. At these discussions, staff from around the campus discuss challenges with the management software and work to achieve solutions. Staff in Campus Technologies have found these discussions valuable as they work to improve the software and help the college move forward.


The president also schedules regular “Meet the President” times in various locations throughout the college center for students. At these informal gatherings, the president has learned about, and responded to, several student suggestions:

- Student government has recently expressed interest in becoming more involved in several processes throughout the college. Their input was actively sought in the selection of food vendors for the new Student Services Center.
- Students have remarked several times about the general discontent with the speed of Parkland’s wireless networks. The college has more than doubled its total capacity in the past two years, but more study is needed to identify coverage and gaps in access. To address these concerns, on February 17, 2012, the board of trustees approved \$168,000 to quadruple the number of wireless nodes. Additionally, users now have six-hour access compared to old policies which logged students out of what they were doing after 10 minutes.
- Parkland offers abundant and free parking. However, there is always room for improvement. The president heard several student concerns and helped facilitate an increase in parking by 200 spaces.

Scholarship Opportunities

Parkland supplements in-class scholarship with out-of-class experiences and opportunities for its students to be lifelong learners, including Scholarship at Parkland (SPARK), the Honors Program, Phi Theta Kappa, the *Prospectus* student newspaper, *IMAGES* student literary magazine, and numerous Student Life organizations.

Scholarship at Parkland (SPARK)

As a direct result of Parkland’s self-study, in 2009, the Criterion 4 team asked two important questions, “What is scholarship at Parkland?” and “What is scholarship at a community college?” Two discussions were held in the Center for Excellence in Teaching and Learning with faculty, staff, and students from around the college to discuss the role of scholarship at Parkland. Participants discussed the notion that scholarship is a familiar pursuit in universities, typically focused on research and discovering new knowledge. Two-year colleges often engage in scholarship and scholarly activity in other ways outlined by Ernest Boyer’s *Scholarship Reconsidered: Priorities of the Professoriate* (1990). Using Boyer’s paradigm as a guide, the college easily identified examples of campus engagement in the scholarship of application/engagement, teaching and learning, and discovery and integration. As a result of these discussions, in 2010, Parkland developed  **SPARK:**


Criterion Four

Scholarship at Parkland, an institutional repository to share, showcase, and preserve the college's scholarly and creative work. Since SPARK went live on October 5, 2010, there have been 11,816 downloads (FY 2011: 2,926 downloads and FY 2012: 8,890 downloads).

Papers, poems, artwork, and other creative entries are from students, staff, and faculty, displaying the entire college's commitment to learning and scholarship. SPARK received the Illinois Council of Community College Administrators' (ICCCA) innovation award for 2011 and won the National Council of Instructional Administrators' (NCIA) Exemplary Initiatives competition in the curriculum and program innovation category. SPARK is a strong example of the success of the college's planning process as it was also a successful Innovation Fund recipient in 2011. Coordinated and created in a partnership between the library and the Center for Excellence in Teaching and Learning, SPARK is a clear example of an initiative produced by Parkland's culture of collaboration, improvement, and learning. Students also recognize the benefits of SPARK. One student in construction design and management remarked that SPARK provides him with a "useful tool to show potential employers the kind of projects that [he] focused on." He spoke to the value of sharing his work with his peers, because "preservation of past work is a key element in building a knowledge base in the kind of specialties a student may be focusing on. Additionally, having public access to one's work may help in the creation of a higher caliber of work, knowing that more than a single person might review it once complete."

SPARK is also the new home for all college Honors Program work. A growing number of faculty are using the faculty-sponsored student work in SPARK as models for their students. In fact, the content area in SPARK with the greatest number of downloads in the past year—by a 3-to-1 margin—has been the A with Honors series.

Honors Program

The Honors Program at Parkland College offers a variety of challenging opportunities for students with strong academic records, special creative interests, or unique skills. A primary goal of the Honors Program is to allow students an opportunity to explore new ideas and channel their creative energy through personalized Honors Projects and activities. The Honors Program also seeks to prepare students to participate at premier universities when they transfer to four-year institutions. Through Honors Projects, special activities, and community events, the program provides opportunities for critical thinking, extensive writing, and creative learning. For example, in 2011–2012, the Honors Program sponsored a yearlong series titled  **"An Interdisciplinary Look at Cancer."** This series of eight seminars had approximately 25 students, 10 faculty, and 4–5 Parkland staff involved in the panel discussions.

From 2008 to 2011, the Honors Program averaged 115 participants each year. Students may join the Honors Program if they complete a satisfactory entrance essay and meet one of the following criteria: 3.0 GPA, score of 25 or higher on the ACT, placement test scores that allow students to omit lower-level courses, or top 5 percent of their high school classes. Other factors also influence acceptance beyond the listed criteria; these include evidence of an interest in academic success, a special academic or creative interest, and personal

Criterion Four

background or experience. The Honors Program has averaged eight graduates each year over the last three years. One explanation for the discrepancy between the number of Honors Program participants and the number of actual graduates is that getting students to graduate from Parkland, rather than transfer directly to a four-year college, is difficult. Parkland has increased the graduation scholarship in recent years to alleviate this problem but has not seen any dramatic increase in the number of graduates to date.

Students may graduate from the Honors Program if they have a 3.5 GPA or higher, complete at least three approved Honors Projects, and post these projects on SPARK. One of the three projects should involve a service-learning activity. Students are also required to present one of their projects at the spring Honors Symposium and to participate in the Parkland Honors Convocation. Successful graduates receive up to \$1,000 in scholarship funds and are recognized on their transcripts and diplomas. Parkland Honors projects are accepted by most University of Illinois colleges and allow students to transfer to the university's James Scholars Program from the Parkland Honors Program.

A with Honors projects are completed in regularly scheduled courses, with the director of the Honors Program or with a sponsoring professor. Students are expected to do a minimum of 15 hours of scholarly work on their projects. Projects should challenge students intellectually, allow them to express themselves, and explore unique ideas. A with Honors projects are not necessarily more work, but they do allow students to go beyond course expectations and take specialized approaches to their topics. Each semester that Honors students complete Honors projects, they earn \$100 scholarships. Past projects have included the following:

- creating a wind tunnel to test wing stress
- writing a blog that details a student's effort to reduce his/her carbon footprint
- giving a class lecture on political parties in the United States
- programming a display at a local American history museum
- Writing a short story about life in the Great Depression
- creating a display of ancient human artifacts
- chronicling a three-week experience serving at a local men's shelter
- creating a plan for a landscape design business

Many students have benefited from the Honors Program. They indicate, in exit interviews, that they enjoyed the intellectual challenge that the program encouraged. Others have found that their participation in Parkland Honors made transferring to the four-year institutions of their choice much easier. One 2011 graduate of the Honors Program wrote, "I appreciate all the effort that you put into helping me to achieve my dreams and aspirations. I cannot speak highly enough of my experiences in the Honors Program at Parkland. It has truly helped me to grow, both as a person and academically."

Criterion Four

Phi Theta Kappa

Parkland's chapter of Phi Theta Kappa (Alpha Psi Eta) is highly active and promotes lifelong learning, excellence in scholarship, and development for all of its students. Parkland acknowledges the accomplishments of its students as they achieve recognition in this organization. The number of students inducted into the program over the last few years has grown:

- **2009:** 50 members
- **2010:** 149 members
- **2011:** 142 members
- **2012:** 149 members

Phi Theta Kappa students are encouraged to develop holistically through student development, scholarship, and student engagement both in the classroom and in extracurricular activities. Phi Theta Kappa engaged heavily in an antibullying campaign in 2011 which coincided with the college's other Parkland College for Civility (PC4C) activities.

For more on Parkland's civility initiatives, see Criterion 1e.

Phi Theta Kappa Honors and Awards

Academics and service learning are valued and rewarded in the organization. Parkland students and advisors have routinely been recognized at the national level for service learning and commitment to academic excellence.

2009–2011 Regional Awards:

- Illinois Regional Service Award
- Mwenya Mulenga—Illinois Region Outstanding Chapter Member
- 2010 All-Illinois Academic Team—Chris Holmes-Singh and Shannon Greenholt
- 2011 All-Illinois Academic Team—Magnolia Talavera and Lindsey Weishar
- Outstanding Chapter Officer Team
- College Project Award
- Honors in Action Project Award
- Outstanding Chapter Award (Runners-up to the Region's Most Outstanding Chapter)
- Lindsey Weishar—Illinois Region's 2010–2011 Most Distinguished Member
- Parkland's Phi Theta Kappa tri-hosted the Illinois Region's Annual Convention with chapters from John A. Logan College and Southeastern Illinois College.

2009–2011 International Awards:

- Distinguished Chapter
- Top 100 Chapter
- Five Star Chapter

Criterion Four

- Chapter Pinnacle Award
- Honors in Action Hallmark Award
- College Project Hallmark Award
- Patrick McGinness—2009 Distinguished Chapter Officer Award
- Dayna Long—2009 Distinguished Chapter President Award
- Mwenya Mulenga—2010 Distinguished Chapter Member Award
- Lindsey Weishar—2010 Leaders of Promise Scholarship
- Lindsey Weishar— 2011 Distinguished Chapter Member Award

2008–2011 Advisor Awards:

- Lori Garrett, 2008–2010—PTK advisor, served as the Service-Learning Representative on the International Honors Committee (*Note: Lori Garrett joined the Parkland faculty in fall 2009.*)
- Lori Garrett, 2006–present—current PTK director, appointed as the Central District Representative on the Illinois Regional Advisory Council; serving second consecutive term at request of Regional Coordinator
- Lori Garrett—2009 Advisor Horizon Award
- Thom Schnarre—2009–2010 Advisor Paragon Award (International)
- Thom Schnarre—2009–2010 Illinois Region Distinguished Advisor Award
- Lori Garrett—2011 Mosal Award. The award includes a \$5,000 stipend for conducting a personal professional development project.

Student Newspaper: *The Prospectus*

Scholarship is further supported at the college by providing opportunities for student publications. According to the *Policy and Procedures Manual*, “It is the policy of Parkland College through its appropriate administrative and student agencies, to encourage the publication of a student newspaper and other student publications” (approved: 07/20/93). In service to the college and as an avenue for student scholarship and cocurricular engagement, Parkland’s *Prospectus* provides a forum for news reporting, original commentary and response, and student expression. The *Prospectus* has been a weekly publication since 1969. Students interested in various aspects of news writing, news photography, creative writing, cartooning, and now videography are encouraged to participate as staff members for the *Prospectus* during each academic year. Staff size varies from six to sixteen. Students may volunteer, work as paid staff, or receive scholarships for their participation. Qualifications for most positions include attaining and maintaining a minimum 2.0 GPA. Scholarship students are required to maintain a 2.5 GPA.

The newspaper maintains a close connection to both Humanities and the Fine and Applied Arts departments. The *Prospectus* provides internships, staff/professional/student development, and publication opportunities to students in mass communication, speech communication, graphic design, web development, and art courses.

Criterion Four

To reestablish and advance the academic connection to programs and curricula in Fine and Applied Arts, discussions have begun with the goal of requiring student staff members to have taken and passed particular courses related to their work with the *Prospectus*. For example, staff writers would be required to have not only previous writing experience with a high school or other educational institution's newspaper, but students would also have to pass one news writing course. Students wishing to produce video content for the *Prospectus* website would have to pass one digital video course. Enhancing students' coursework with the opportunity to publish for a larger public audience provides the students with important cocurricular experiences.

One of the goals of the Illinois Community College Journalism Association (ICCJA) is to give annual recognition to the finest work by students on member newspaper staffs. Parkland College has won several awards in the past two years. The following students have been recognized for excellence by the ICCJA:

- 2009–2010 First Place in News—Patrick Wood
- 2009–2010 First Place in Photo Spread—Levi Norman and Patrick Wood
- 2009–2010 Third Place in Editorial—The *Prospectus News* (staff)
- 2010–2011 Second Place in Arts—Josh Grube
- 2010–2011 Second Place in Sports Feature—Zach Streff
- 2010–2011 Second Place in Photo Spread—Josh Grube, Sean Hermann, Levi Norman, and Patrick Wood
- 2010–2011 Honorable Mention in Arts—Josh Grube
- 2010–2011 Honorable Mention in Features—Patrick Wood
- 2010–2011 Honorable Mention in Sports News—Zach Streff
- 2011–2012 First Place in Arts—Josh Grube and Alisha Kirkley
- 2011–2012 Second Place Website—Parkland *Prospectus News* website
- 2011–2012 Third Place in Arts—Alisha Kirkley
- 2011–2012 Third Place Single Photo—Briana Stodden
- 2011–2012 Honorable Mention Advertising Design—Briana Stodden

Student Literary Magazine: *Images*

In addition to the newspaper, the *Prospectus* is the publisher of *IMAGES*, the student literary and visual arts magazine. Parkland students submit entries early each spring semester. Any students who have been enrolled in classes during the current academic year and the previous summer may submit their work for consideration. *IMAGES* magazine was first published in 1981 but was shelved until 1999. It was revived in 2000 and has been published annually since that year.

IMAGES presents the finest works of traditional visual arts, graphic art, digital media, computer generated artwork, poetry, fiction, and nonfiction by Parkland College students. Since 2009, the Parkland Print Shop has performed the publication's printing. This has afforded the magazine's student staff an enhanced experience as they meet and work with Parkland professional support staff in the print shop. Entries are judged by the

Criterion Four

IMAGES staff, one to three faculty members, usually one member of Student Government, and frequently the *Prospectus* advisor.

In spring 2011, *IMAGES* was entered into a national competition for literary magazines, sponsored by the Community College Humanities Association. Again, Parkland was recognized when Josh Grube's "Mise En Abyme" finished in third place in the poetry division.

For more on the Prospectus and IMAGES, see issues in the Resource Room.

Student Life Organizations

Students who are more engaged in clubs, activities, and student life organizations are typically more engaged in their courses and programs of study. To that end, Parkland provides a rich array of student life organizations that promote scholarship, learning, faith development, social networking, social responsibility, and service. Currently, the Office of Student Life supports and facilitates the activities and programming sponsored by 36 "active" student organizations (out of 46 "recognized" organizations). Over the past decade, that number has remained constant, with different students, staff, and faculty stepping in to revitalize and reactivate the organizations.

Becoming a registered student organization requires a clear goal as well as a method for conducting leadership and reviewing purposes and mission. This process must be done by students in consultation with an official advisor (faculty or staff member). Applications are reviewed first by the Inter-Organizational Council (IOC). Approval by the IOC moves the application to its second review by Parkland College Student Government. This approval and recommendation moves the application on to the office of the dean of students. The final review of the application is done by the dean of students, and that administrator's signature establishes the organization as "recognized" and "active." This process encourages assessment of student development goals and promotes active learning goals among those interested in creating a student organization.

Each academic year, approximately 11 percent of the student population participates in Student Government, clubs, and organizations. The Office of Student Life offers students resources and opportunities to participate in leadership conferences, campus-wide governance, special event planning and programming, and service learning. Groups that remain most viable from one academic year to the next have enthusiastic members who are able to successfully recruit new members in the spring. When the students are supported by an advisor who is well aware of the benefits of extracurricular and cocurricular activities on a college campus, an organization can thrive and benefit the college in numerous ways. Following are examples of student organizations that illustrate the extra- and cocurricular benefits of student involvement:

The most successful organizations are those attached to specific programs of study:

- Veterinary Technicians Club
- Student Dental Hygienists
- Ag Club
- Student Nurses
- Surgical Technology

Criterion Four

First-year students are required to participate in several of these program-specific organizations and then serve as mentors during their second years. In addition, the advisors promote the student organizations as opportunities to advance students' job prospects after graduation. Advisors also cite student membership as valuable experience in a "professional organization," which helps students on their résumés in future careers.

Student Life offers a wide variety of affinity groups and clubs that promote student networking, support, and leadership that emphasize student scholarship and development. *Club Latino* is an excellent example of a thriving student life organization; membership has become attached to an important mentoring program, the Parkland Academy Team. Active advisors and several skilled and emerging student leaders have set Club Latino apart as an outstanding example of an active organization which promotes both scholarship and service.

Club Latino students have regularly visited Central, Centennial, Urbana, Arcola and Rantoul high schools, some local K–8 schools, as well as the Latino Youth Conference at the University of Illinois. They have also hosted Urbana High School students for the past two years, including a tour and a lunch visit during a club meeting. During 2011–2012, nearly 40 students participated in the club. Not only do students make an impact on future students, but they also help themselves in the process. In addition to making connections to others at Parkland College, they have improved their opportunities to obtain scholarships, as many present and former students have obtained numerous scholarships dealing with community service, both at Parkland College and at four-year institutions such as the University of Illinois at Urbana-Champaign and at Springfield. Community students have remarked that connecting with Club Latino and its club members helps them to feel more comfortable at Parkland College.

Student Life and Service Learning

A growing area of interest and, certainly, of student development is service learning and philanthropy performed by student organizations, the value of which is indisputable. Examples of service learning and philanthropy by the Parkland College Office of Student Life, student organizations, and academic programs include the following:

- Alternative Spring Breaks (discussed at length in Criterion 5a)—a collaboration among academic units and Student Life organizations
- Campus clean up—Parkland Student Chapter of Illinois Professional Land Surveyors
- International Cultures Fair fundraising for Doctors Without Borders and Red Cross— International Students Association
- Outreach to middle and elementary schools within District 505 (ongoing)—Club Latino
- Collections for Illiana Veterans Health Services—Student Veterans at Parkland (ongoing)
- Food for Families (ongoing)—Parkland College Student Government
- Food for Families 2010 "Canstruction"—student chapter of National Home Builders Association
- Garden Hills Homework Club (ongoing)—Phi Theta Kappa; Club Latino

Criterion Four

- Pennies for Pumpkins Fundraiser 2009 for animal rescue services—Veterinary Technicians Club
- Pennies for Pumpkins Fundraiser 2010 for free veterinary services—Veterinary Technicians Club
- Pennies for Pumpkins Fundraiser 2011 for St. Jude Children’s Hospital—Alpha Phi Omega
- Shamrock Sales 2010 for MDA—Student Government
- Relay for Life (ongoing)—Phi Theta Kappa; Veterinary Technicians Club

Parkland College Student Education Association (PCSEA)

Over the past three and a half years, the Parkland College Student Education Association has contributed to local schools through outreach efforts aimed at working with students, improving their surroundings, and contributing grant funds. During the last two years, the PCSEA has led volunteer efforts helping the after-school program for students in the bilingual program at Leal School in Urbana. Club members have also contributed over \$2,000 to projects at three schools in Urbana, which were funded through NEA grants written by the students and advisor. The projects included renovating a courtyard and playground at Thomas Paine Elementary, tutoring at Leal, and participating in a campus clean-up at MLK Jr. School. Students have contributed time, money, and energy to helping three schools with very high percentages of at-risk, under-represented, and high-poverty students. In doing all of this, members of this organization were awarded Organization of the Year for the 2010–2011 school year, and the club’s presidents were awarded Student of the Year two out of the last four years. The leadership learned in these projects has led five former students to reach state-level positions for all Student Education Association groups. Furthermore, three members have taken on leadership positions at their four-year universities, and three others ran two separate teaching conferences for future teachers at their respective schools. The club began three and a half years ago with about six students and has grown to 92 students this past year. These numbers speak to the success of the PCSEA in contributing to the learning and development of Parkland students and of those they are serving.

The Office of Student Life also offers students an **↔ official certificate of development** which students can keep and use for their professional careers. This ‘official record’ of a student’s involvement in Student Life organizations is a tangible way for students to keep track of their development and to demonstrate some professional competencies by keeping track of applied skills learned while in service to fellow students or the community.

Freedom of Inquiry

As part of its commitment to scholarship, ethics, and the promotion of critical thinking and independent expression, Parkland College values freedom of expression and freedom of inquiry for all its students, staff, and faculty. The following text comes from the ‘preamble’ to the **↔ *Students Rights and Responsibilities Manual*** (available both in hard copy and online for all students):

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students

Criterion Four

should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.

Freedom of inquiry and expression are likewise crucial for faculty and staff at any institution of higher learning. Parkland's [Policies and Procedures Manual](#) clearly states that the following principles are held (and affirmed) by the board of trustees:

- Free discussion is a right extended to thoughtful citizens, but no one has the right to abuse this freedom by advocating overthrow of the government by force.
- A free society functions efficiently only if its citizens have the right to discuss, to debate, and to disagree constructively.
- An educated citizenry, fully aware of all the evidence, is best able to preserve the valuable heritage of American democratic institutions.
- The college has an obligation to the community to promote healthy discussion as an educative force.
- The American way of life is attractive enough and its institutions sturdy enough to stand comparison with any which exist in any culture.
- The truth prevails in the marketplace of ideas.

The board of trustees, the administration, faculty, and staff affirmed this language 23 years ago, and it has guided the work of the college ever since.

Core Component 4b

Parkland College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The institution integrates general education into all its undergraduate degree programs and certificates through curricular offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. Evidence for this integration includes 1) cross-curricular assessment of General Education objectives, 2) evaluation of writing across the curriculum, 3) and examples of cocurricular activities.

General Education Requirements

General Education requirements exist for all part- and full-time degree- and certificate-seeking students (of 30 credits or more). Students will be able to demonstrate the following:

- ability to read, write, listen, and speak effectively

Criterion Four

- ability to solve problems, by collecting and evaluating facts and using methods of scientific inquiry; demonstrate the ability to compute and to think and express themselves effectively in quantitative terms
- creative and analytical potential and the ability to appraise the quality, value, and significance of cultural components and artifacts, such as literature, sculpture, painting, music, performing arts, media arts, and spoken rhetoric
- ability to use technology, especially computer technology, to access, retrieve, process, and communicate information
- understanding of worldwide political, social, behavioral, environmental, and economic issues and ideas, as well as historical, cultural, and geographical perspectives
- information literacy and the ability to think critically, which includes identifying biases and selecting and evaluating sources from varying as well as conflicting positions
- ethical core values in making personal, social, academic, and professional decisions
- awareness and understanding of diversity and its importance in cultures, ideas, perspectives, ethnicity, religion, gender, and sexual orientation

Criteria for Evaluating General Education Requirements

General Education programs are evaluated each spring by the Curriculum Committee chair, the Assessment Committee chair, the General Education Academic Assessment Subcommittee chair, and the Office of Institutional of Accountability and Research director. This group, keeping in sync with the Illinois Community College Board (ICCB) Program Review cycle, reviews one department's General Education core courses, according to the following criteria:

- Does this course qualify as a General Education course for any program?
- Are the General Education objectives this course meets listed?
- Are the objectives reflected in sample syllabi for each course?
- Are the courses involved with ongoing academic assessments?
- Have enrollments remained sufficiently healthy in the courses?

Cross-Curricular Assessment of General Education Objectives

The General Education core curriculum requirements in communications, social and behavioral sciences, humanities and fine arts, mathematics, and physical and life sciences are central to the mission of Parkland College. The requirements are designed to provide an enlightening, interrelated program that ensures a wide range of diversified knowledge and promotes lifelong intellectual inquiry.

Over the course of this self-study, the college has reviewed its General Education objectives thoroughly, including a focus on writing across the curriculum (2010–11) and on the General Education objectives *as* learning outcomes (2011–12).

Criterion Four

Writing across the Curriculum (College Focus for 2010–2011)

Interdepartmental communication regarding writing skills in courses across campus is an ongoing process at the college. For example, the Social Sciences and Human Services (SSHS) department invited representatives from the English faculty to facilitate a session for Professional Development Day, February 2011. Assignments and discussions about best practices and uses of the Writing Lab were highlights from the meeting.

These interdisciplinary conversations expanded to include more departments. During fall 2011, faculty read, evaluated, and discussed the writing samples and the faculties' assignment explanations from across the curriculum. Faculty from Humanities, Natural Sciences, Social Sciences, Health Professions, and Fine and Applied Arts gathered for several sessions to discuss writing assignments and expectations. The goal was to continue vigorous cross-curricular discussions of standards and expectations; the relative importance of sentence-level errors and idea-level problems; and ways in which skills faculty (e.g. English composition) can better prepare students for the range of assignments they will face in other courses. Faculty from across the disciplines participated in this assessment. Discussion leaders reminded faculty about important differences between basic assumptions of English teachers (e.g. avoidance of passive voice, approved use of "I" in opinion essays, development of ideas with details) and those of teachers in other disciplines (where, for example, passive voice and omission of any reference to an observer are valued—such as in police reports or science lab write-ups, or where conciseness and brevity are valued, such as in much business writing).

For more on WAC findings disseminated campus-wide, see the Resource Room.

The committee was impressed both with the range of challenging writing assignments from across disciplines (including rigorous essay assignments in career areas), as well as students' general abilities to meet the expectations of assignments. It did note, however, that few students exhibited mastery of all elements of integrating sources (attribution, appropriate integration of quotes, correct parenthetical citations and Works Cited/References/Bibliography lists). The committee agreed that there is a high correlation between sentence-level skills and writing sophistication at a more holistic level. Writing and learning *through* writing are focuses at Parkland College, and cross-curricular discussions will continue to evolve in support of these important learning goals.

General Education Objectives (College Focus for 2011–2012)

During fall 2011, a college-wide effort was made to determine which of the General Education objectives were covered in classes, and of those, which were *thoroughly* assessed at the course level. The vice president for academic services, working closely with the Academic Assessment Committee, solicited information from each department chair to be included in the **↔ college-level matrix**. The matrix is a comprehensive listing of all nine General Education Objectives and the classes in each department which assess a specific aspect of those learning objectives. The classes were determined by each individual department with regard to its own curriculum. The matrix was highlighted by the vice president for academic services during the all-faculty semester address on January 3, 2012. The following discussion outlines Parkland's commitment to an all-campus review of the college's shared General Education objectives. *For more on all departmental matrices, see the Resource Room.*

Criterion Four

College-wide Discussion of Assignments and Grading Rubrics

On January 4, 2012, faculty gathered during professional development week to discuss the results of each department's completed matrix. A total of 116 faculty and administrators attended the session, each with a hard copy of an assignment and/or rubric used to specifically evaluate one of the General Education objectives at the course level. These assignments and rubrics were shared and discussed in small interdisciplinary groups so that faculty in nursing could benefit, for example, from hearing how faculty in computer science courses assess students' "use of technology." All of the small groups reported that these conversations were productive and, as one participant wrote, "It was interesting to see the connectivity of purpose across the disciplines. 'Scientific inquiry' extends across many disciplines."

WHAT THE COLLEGE OBSERVED:

The college demonstrated a robust assessment of all nine General Education Objectives. The vice president for academic services traced a student through one of the popular transfer majors (Business Administration) and verified, for the all-faculty talk, that a student would be assessed on all nine objectives throughout his or her time in the program at Parkland College.

WHAT THE COLLEGE OBSERVED:

Formal feedback from the session was collected and is in the process of being thoroughly analyzed as of the writing of this document. Early observations include the following:

1. Faculty appreciated the chance to discuss the assessment of General Education objectives across disciplines and across departments. They learned from one another and requested the opportunity for more of this type of structured interaction.
2. Faculty routinely use program- and course-specific rubrics to assess student work. There was recognition of the value in formalizing rubrics (on paper), discussing them with colleagues, and sharing them more consistently with students to help guide student work.
3. Faculty are interested in reworking the General Education objectives. They believe this work could yield simple, clear, and possibly fewer objectives with more measurable outcomes. Faculty might welcome the development of benchmarks for General Education objectives.
4. Faculty want to help students develop and improve their critical thinking and problem-solving skills across a variety of contexts. Students need to think critically to self-assess, to evaluate multiple viewpoints, to appreciate differences, to transfer knowledge, and to make decisions. Critical thinking and problem-solving skills cut across disciplines and careers. The Center for Excellence will continue to offer sessions on this topic based on feedback from this important cross-curricular assessment project.
5. Faculty want opportunities to better understand the assessment process. They want to share their assessment efforts, findings, and the improvements they have made as a result of assessment with other faculty both inside and outside of their departments.

Criterion Four

Even more specifically, feedback from the session is leading directly to some rethinking of General Education objective #5: “Students will demonstrate their ability to use technology, especially computer technology, to access, retrieve, process, and communicate information.” The “use of technology” and the degree to which students should be able to demonstrate technological facility vary greatly between transfer and career programs and has changed over time. Several faculty members commented that there is a range of different definitions and ideas about what technology is. The General Education Assessment committee is gathering assignments and data around this and will be conducted sessions in the Center for Excellence in Teaching and Learning in spring 2012 and will continue the discussion into fall 2012.

HOW THE COLLEGE RESPONDED:

In March, 2012, faculty gathered to follow up on the discussion of General Education objective #5: “Students will demonstrate their ability to use technology, especially computer technology, to access, retrieve, process, and communicate information.” At the January and March discussions, this objective received much attention. Questions of what “technology” means and whether or not the objective was still articulating what career and transfer programs *mean* by use of technology were raised. At the writing of this document, the college is considering slight revisions to the objective, along with planning more cross-curricular discussions of how best to *assess* the learning objective.

As with many events and initiatives at Parkland, the primary success of the yearlong review of General Education objectives conducted as part of Parkland’s self-study is due to the collegial and connected climate created by Parkland staff and faculty. The process and the results of this process are ongoing, and through good communication on the Parkland portal and sessions in the Center for Excellence, the General Education work will continue, and objectives will continue to be reviewed and revised.

For examples of the all-campus collection of assignments and rubrics evaluating General Education Objective components, see the Resource Room.

Criterion Four

Core Component 4c

Parkland assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Parkland College is committed to providing an array of relevant and current career programs. Students graduate with the skills and education necessary to enter competitive workforces. Propelling this success is a college dedicated to assessing the curricula through Illinois Community College Board (ICCB) program review; collaborating with external constituents (through advisory boards, bus tours, school board visits, and town hall meetings); partnering with community-based job training programs; monitoring professional certifications closely; participating in graduate/employer surveys; and supporting the work of the Career Center. Ongoing academic assessment provides faculty with important data that ignites revision to curricula, thereby keeping content current and relevant. Staying connected to the community and forging relationships and ongoing collaborative efforts that benefit graduates and the workforce will ensure Parkland College stays true to its mission.

ICCB Program Review

The most effective strategy for evaluating a program of study is through a comprehensive annual review based on criteria set forth by the Illinois Community College Board (ICCB). At Parkland, all instructional programs, student services, and academic support programs are subject to this process. On a five-year cycle, Program Review analyzes each unit on the criteria of program need, program cost, and program quality. Program Review includes a Summary Report of the criteria outcomes and a brief explanation on how the program will execute improvements over the next year. The dean overseeing this task is charged with ongoing program review outlined by ICCB on a five-year cycle. As such, the dean works closely with academic departments and faculty to ensure accurate documentation is in compliance with ICCB standards. The Office of Institutional Accountability and Research houses the data that is reported to ICCB; all recent ICCB program review reports are available on the [Office of Institutional Accountability and Research's website](#).

The primary measure for currency and relevancy for Career and Technical Education (CTE) is the percentage of occupational degree and certificate completers employed or enrolled in further education within one year of graduation and then comparing this measure to a statewide average. Parkland College, across most CTE program areas, achieves high marks in this measure. Based on respondents from the 2010 Student Occupational Follow-up Survey, 75.6 percent of Parkland's CTE graduates were employed (either full-time, part-time, or in the military), and 24.4 percent were pursuing further education. The 2010 state averages for these two figures (from ICCB) were 74.1 percent and 30.8 percent. Though the number of respondents to the survey was small (only 41 of 88 replied to the survey), these findings demonstrate that Parkland CTE students did find employment and continue with their educations. *See Table 4.*

Criterion Four

Table 4. Overview of CTE graduates who were employed or who enrolled in further education, 2008–2010.

	Graduates	Responses	N Employed and/ or Continuing Education	% Employed	N Continuing Education	% Continuing Education
FY 2010 graduates						
Parkland All CTE Programs	815	381	312	81.8%	124	32.5%
Parkland Selected Programs*	88	41	31	75.6%	10	24.4%
ICCB	4,129	1,905	1,411	74.1%	587	30.8%
FY 2009 graduates						
Parkland All CTE Programs	871	321	268	83.4%	94	29.2%
Parkland Selected Programs*	150	66	56	84.8%	19	28.8%
ICCB	4,105	1,772	1,441	81.3%	537	30.3%
FY 2008 graduates						
Parkland All CTE Programs	822	420	344	81.9%	134	31.9%
Parkland Selected Programs*	150	77	68	88.3%	21	17%
ICCB	8,835	3,571	3,016	84.5%	1,357	38.0%
Average FY 2008–FY 2010						
Parkland All CTE Programs	2,508	1,122	924	82.3%	352	31.3%
Parkland Selected Programs*	388	184	155	84.2%	50	27.2%
ICCB	17,069	7,248	5,868	81.0%	2,481	34.2%

Source: 2010 Student Occupational Follow-up Survey

* Parkland CTE programs selected for the ICCB annual program review

Criterion Four

Advisory Committees and Career Programs

↔ **Career Program advisory committees** are utilized by 38 career programs to continually assess the curricula for currency and provide valuable feedback ranging from newly required employment skills to program and course improvements. In addition, there are five noncareer advisory boards that meet regularly to discuss community issues and topics of interest that involve the theater, art gallery, planetarium, alumni, and the Parkland College Foundation. The following examples provide evidence that Parkland College collaborates with advisory boards to evaluate courses and programs of study in keeping with its mission.

Fine and Applied Arts

The Fine and Applied Arts department meets with the ↔ **Illinois Higher Education Art Association**, a state organization that looks at specific Illinois Articulation Initiative (IAI) art courses within the Associate in Fine Arts (AFA) degree, to compare these courses with other community colleges and universities for content, relevancy, and transfer acceptance. This provides a layer of accountability that filters down to ICCB demonstrating curricular review by external constituents who understand the currency of courses, knowledge, and skills necessary for transfer and workforce readiness. This process directly impacts course offerings that engage student learning. The courses are relevant for AFA degrees, transfer to four-year universities, and apply to employment opportunities awaiting graduates.

Health Professions

In Health Professions, nearly all programs require an additional layer of accreditation through discipline-specific organizations to ensure course content is current and relevant. These accreditation standards review faculty credentials, course content, clinical affiliations, student support, and program outcomes. Another guideline monitored by discipline-specific accreditation is the level of collaboration with advisory boards that documents support and involvement in curricular improvement. For example, in the Radiologic Technology program, external constituents played a key role in jump-starting the CT and MRI certificate programs. An advisory board was assembled and met to design the curriculum and determine student enrollment numbers and clinical affiliations. As a result, both programs were approved by ICCB in 2009 as online entities rather than traditional classroom courses. The online format opens the market to educate new radiology graduates nationwide as well as technologists currently working in hospitals but not yet certified by the American Registry of Radiologic Technologists in CT and MRI. At the present time, efforts are underway to embed the CT courses into the Radiologic Technology program based on findings outlined in *Computed Tomography in the 21st Century* that was drafted by a national advisory group of educators, accreditation individuals, hospitals, and radiology professionals. This process clearly demonstrates the value of advisory boards and how curriculum is updated to reflect current trends in radiology healthcare. Since 2009, 10 students who continued with CT and MRI education attained employment at local hospitals within three months of completing the courses. Additionally, both programs continue to grow with increased student enrollments from surrounding community college districts and other states.

Criterion Four

Diesel Power, Automotive, and Agriculture

Diesel Power, Automotive, and Agriculture programs use feedback from advisory boards and external constituents to substantiate building projects that enhance course relevance and advance technology. Programs like Ford ASSET and Diesel Power have recently updated and expanded the physical space housing those programs to accommodate changing trends and technologic advancements vital to students entering the workforce.

Automotive Technology

Automotive Technology polled advisory committee members on the importance of integrating work ethics and workplace readiness skills into the existing automotive curriculum. Committee members agreed overwhelmingly that skills in time management, professionalism, interpersonal communication, and integrity needed to be a part of the Parkland Automotive Technology program and were integrated most directly into AFD 210: Automotive Work Experience Seminar. The program is still gathering assessment data at the writing of this document to determine if these changes have made an impact on student development.

Bus Tours, School Visits, and Town Hall Meetings

A significant change in the last 10 years is that Parkland faculty and administrators travel to the stakeholders rather than asking community leaders to meet at Parkland. These tours, visits, and meetings replaced the focused futures conferences hosted by specific departments on campus in years past. The bus tours began three years ago as a core method for getting feedback from community stakeholders regarding general workforce needs.

For example, in February 2011, the Health Professions department embarked on a bus tour to local and regional hospitals and businesses to engage in strategic planning needs assessment. One issue to surface was the variation in computer technology expectations required for different healthcare departments. Not surprising, the level of computer skills students have or acquire while in a program may be extremely diverse based on individual usage outside the classroom. The need for specific healthcare computer technology courses emerged as a solution to this dilemma. Another emerging theme was the erosion of interpersonal communication skills among students in healthcare programs, which may be linked to the way society interacts using technology, such as Facebook, texting, and e-mail. As a result, the Health Professions department is working on a strategic plan to address concerns or issues arising from the bus tour meetings and courses may be updated, added, or deleted to enhance learning outcomes, increase student retention, and improve employer satisfaction. To that end, graduates will acquire necessary computer education relevant to workforce needs while enrolled in healthcare programs.

Upon completion of the 2010 Bus Tour, the Agriculture Program faculty identified five action or tactical areas in its newly revised 2010–2014 strategic plan. In AY 2011, the Ag faculty placed emphasis on two of these tactical areas and accomplished the following: entrepreneurial skills and experience building.

Entrepreneurial Skills: The goal is to be creative and relentless in engaging stakeholders as a way to understand the evolving needs of the industry and to seek support when appropriate. The AY 2011 outcomes included a sustainable farm project and access to local knowledge.

Criterion Four

Sustainable farm project: Began in 2010 through an entrepreneurial grant cosponsored by UIUC and Parkland College and continued in 2011 with support from the Illinois Department of Agriculture. Students have learned about starting a business with “sustainable” and “organic” farming. Activities included growing produce and making it available to many individuals at Parkland in exchange for donations.

Access to local knowledge: In AY 2011, the instructors of Ag Program courses visited, or had classroom visits from, 18 local entrepreneurs ranging from experts in soil management and grain inspection services to dairy farmers and shrimp producers in southern Illinois. In addition, many agriculture classes participated in the Parkland College “Access Success” entrepreneurship lecture series in AY 2011 and 2012.

Experience Building: The goal was to actively identify and provide opportunities for students to gain practical experience as a part of their educations. Virtually all of the students in the agriculture and horticulture programs already work in the industry as part-time or full-time employees. Most students also complete two internships to complete their degrees at Parkland and have the opportunity to apply the knowledge and skills they learned in classes through those jobs. In addition, the students are given the opportunity to experience the Land Laboratory at Parkland. The Land Lab provides a comprehensive approach to integrate experiential learning into the agriculture and horticulture curriculum. The crops, turf grass, vegetables, and some nontraditional crops such as cotton, provide the students with the opportunity to observe demonstrations of those products and experience the application of those products to their production and use. The AY 2011 outcomes included a partnership with a local Monsanto agronomist, and the Land Lab Miscanthus project.

A partnership with a local Monsanto agronomist: The college formed a partnership with a local Monsanto agronomist who helped establish demonstrations for corn and soybeans that have given traditional students the most up-to-date information of the technology that is being developed to feed the world. Monsanto has a goal of doubling the production of food grains by the year 2030 and using less inputs to accomplish that goal. In addition to providing demonstrations of seed and crop protectants, Monsanto has also been very helpful in providing and allowing students to experience computer technology as applied to autosteer and Global Positioning Systems. The partnership with that company was recently recognized by the Illinois Community College Trustees Association as the winner of the ICCTA Business/Partner Award for 2012.

Land Lab Miscanthus project: The Land Lab began a new project in AY 2010 that is providing students with some new experiences as the college formed a cooperative partnership with New Energy Farms. Parkland is using this project to demonstrate the growing, cultivation, and harvesting of Miscanthus (*Miscanthus x giganteus*), a large grass species being developed as a biomass renewable energy source. That firm has helped the college establish a Miscanthus nursery with the first crop planted in May 2010. The goal is to harvest the rhizomes beginning in spring 2013 and market them to farmers in the area who desire to grow their own crop for use or for sale.

Criterion Four

Community-Based Job Training (CBJT) Grant

In September 2008, Kraft Foods Incorporated (Champaign facility), a local manufacturer of food products, contacted Parkland College about the need for training of incumbent workers. Soon, two other local manufacturers, Plastipak Packaging Incorporated and Flex-n-Gate Guardian West, joined with Parkland College to create the Skilled Manufacturing Technician Partnership (SMTP) to address the local shortage of skilled manufacturing technicians. This partnership also included the local high school vocational cooperative, Education For Employment #330 (EFE 330), the Local Workforce Investment Area 17 or Champaign Consortium, and a faith-based partner United Church of Christ Campus Ministry.

The industry partners identified that 59 percent of skilled technicians would be eligible for retirement within the next 10 years. At the same time, industry partners reviewed over 1,000 applications and found very few qualified candidates. The Skilled Manufacturing Technician Partnership led by Parkland College applied for a grant from the United States Department of Labor Employment and Training Administration. The Community-Based Job Training Grant (CB 18184-09-60-A-17) was awarded in January 2009. This grant facilitated the capacity building necessary to train 32 incumbent workers, build the traditional enrollment of Industrial Technology, and lay the foundation for a high school dual credit program. All these efforts are designed to fill the pipeline with qualified candidates for these essential skilled manufacturing technician positions.

First, the SMTP is filling these high-technology positions with internal workers who are taking one to two classes a semester to complete a Certificate in Industrial Maintenance. Traditional students enrolled in Industrial Technology are applying for summer internships with industry partners, which is the second phase of the project. The third phase, the dual credit path, is just beginning to come to fruition.

In order to provide technical education to incumbent workers, the program is using creative and flexible approaches to classes. An example of this concerns a mathematics class. Math is typically a challenging subject. The college presented a series of four modules over two semesters with an alternating Tuesday and Thursday schedule, which accommodated the workers' 12-hour shifts; math classes met from 7 p.m. to 9:45 p.m. The incumbent workers attained an 80 percent completion rate, which is 20 percent above the average student achievement in the same course. Parkland is making similar accommodations with other courses to help incumbent workers attend classes while maintaining full-time employment that often includes overtime.

In Illinois there are over 18,900 manufacturing plants, with a gross output of \$76.6 billion; this represents nearly 14 percent of the Illinois Gross Domestic Product. These statistics are derived from the Illinois Department of Economic Opportunity, the U.S Census Bureau, and *Industry Week* Leadership in Manufacturing. The local need for skilled technicians is growing. The SMTP is addressing this need with some early success. The recent Clinton Global Initiative meeting in Chicago on June 30, 2011 called for a 30 percent increase in industry partnerships with community colleges and local organizations. Continued help from Champaign Consortium, secondary vocational programs, high schools, and involvement throughout the community will be needed to help Parkland College continue to meet the technical education needs of the community.

Criterion Four

The CBJT grant is based on local needs, fulfilling those needs through education and training at Parkland College. The following details offer a fuller picture of the grant's impact on Parkland's community.

Local Need

- Over 50 percent of skilled technicians will retire in the next 1 to 10 years.
- Over 95 percent of new applicants do not have required skills.
- Community College Industrial Technology program had limited training capacity.
- The use of technology in manufacturing is increasing.

Community Based Job Training Grant

- Build industry and community partnerships.
- Increase the number of manufacturing technology courses at Parkland College.
- Increase class size capacity by acquiring training equipment.
- Increase training lab and classroom space.
- Customize class schedules for incumbent workers.
- Enroll incumbent workers.
- Increase traditional college student enrollment in Industrial Technology.
- Create backfill opportunities for unemployed workers.
- Develop and implement dual credit high school/college classes.

Grant Funding Skilled Manufacturing Technician (SMT) Partnerships

- Class capacity increased from 8 to 16, which doubled capacity.
- \$567,000 of new training equipment was purchased to meet education needs.
- New classes were offered with new technology.
- New lab and classroom space was leased with grant funds.
- Customized class schedules were developed to meet 12-hour shift schedules.
- Incumbent workers were enrolled in certificate programs.
- Local Workforce Investment Act (LWIA) 17 funded 50 percent of tuition and books for incumbent workers.
- Customized remedial math classes were developed to meet workers' schedules.
- Freshman enrollment in Industrial Technology more than doubled this year.
- Internships for traditional Industrial Technology students are growing.
- LWIA 17, 18, and 23 voted Industrial Technician a High-Demand Position.
- \$1,000,000 worth of donated equipment from industry partners and vendors was received.
- Donated equipment has created a unique learning capacity.
- Dual credit courses were developed and offered with new times.

Criterion Four

- Partner industries' human resource managers assist with high school visits.
- Unemployed workers enroll in Industrial Maintenance program.

Future Developments

- More industries will be joining the SMT Partnership: Conair and Solo Cup.
- Two partners have started second groups.
- New Applied Technology Center moves Industrial Maintenance on campus.
- Increase in customized math classes.
- Increased enrollment of unemployed workers in Industrial Maintenance Certificate program.

Professional Certifications

↔ **Professional Certifications** provide data listing licensure and certification pass rates to demonstrate graduates have gained the skills and knowledge they need to function in global, diverse workforce.

↔ **Learn more about licensure pass rates.**

Employment Surveys

Parkland's ↔ **occupational surveys** demonstrate that graduates of Parkland College career programs obtain employment within a reasonable time following graduation or program completion. Relevancy and currency in Parkland's academic programming is also measured by the number of CTE graduates (certificate and associate degree earners) who are retained in employment.


Continuous input from business and industry leaders is one element of the CTE programming at Parkland that leads to the exceptionally high numbers in employment placement and retention of Parkland students. To ensure this continuous loop of communication, feedback and precise implementation, Parkland College enjoys a longstanding relationship with the businesses and industries that make up Community College District 505.

Career Center

The primary mission of the Career Center is to provide Parkland students and district residents with tools and resources to assist them through all phases of their career development, including choosing college majors, defining career goals, and preparing for job searches. The center assists students in planning for their futures. Institutions of higher learning know that students who have stated purposes for their learning tend to do better and persist in their academic pursuits. The Career Center also coordinates the on-campus student employment program through which students not only benefit from a convenient source of income, but more importantly, hone important marketable skills in preparation for the working world.

Additionally, the center's goal is to develop positive relationships with employers by serving as liaisons among Parkland students, faculty, and regional employers as well as maintaining a database of job and résumé postings. One hundred percent of Champaign County's "Top 25 Employers" showed interest in hiring Parkland students and had worked with the Career Center in the last two years. In support of the college mission, the Career

Criterion Four

Center presents career planning and job search workshops throughout the District 505. The center also holds an annual community job fair where over 1,600 residents have an opportunity to network with employers. The following information comes from an October 19, 2011 presentation to the board of trustees titled,  “2009–2010 Parkland College Occupational Graduate Survey”:

- 85.2 percent of AAS students (roughly 382 respondents to the survey) reported they were employed.
- 93.2 percent of those (AAS students) employed worked in Illinois (58.4 percent in-district; 34.8 percent out-of-district).
- 83.6 percent of the surveyed AAS students employed are employed in a career-related field.
- 100 percent of Champaign County’s “Top 25 Employers” recruited through Parkland’s Career Center in the last two years (20 at Parkland’s job fairs).
- The Career Center assisted over 7,000 student ‘walk-ins’ in FY 2011 (2,700 were seeking on-campus employment).
- 725 students visited for career and job search counseling.
- The Career Center assisted over 950 students with résumé-writing and career portfolio assignments.
- The Career Center critiqued over 375 résumés submitted on Career Center Network.
- Over 2,200 students and residents attended job fairs.

Commitment to International Students

Parkland College continues to demonstrate, assess, and improve its commitment to its international students and to international opportunities for its in-district students, preparing all of its students for life and work in a diverse, global society. Parkland has a long tradition of development and involvement in international education; participating in international partnerships abroad, and enjoying the rich experiences that international students on the campus of a Midwestern community college bring, provide a tremendous benefit to the district Parkland serves. Students who have participated in Parkland’s study abroad experiences return with a better understanding of global issues, and many are also motivated to become involved with volunteering efforts. On average, 60 students per year from across campus take advantage of the various opportunities to study abroad. *See Table 5.*

Criterion Four

Table 5. The number of participants in various study abroad programs from fall 2008 to summer 2011.

Fall 2008–Summer 2009	Fall 2009–Summer 2010	Fall 2010–Summer 2011
Costa Rica: 31 participants France: 4 participants Japan: 12 participants Senegal: 4 participants United Kingdom: 3 participants	Costa Rica: 22 participants Ecuador: 4 participants France: 6 participants United Kingdom: 1 participant	Costa Rica: 23 participants Czech Republic: 2 participants Ecuador: 2 participants France: 8 participants Multi-destination: 1 participant United Kingdom: 1 participant

Parkland offers a variety of English as a Second Language courses, including both college and pre-college level ESL courses, to support the learning needs of international students and of native students whose first language is not English. To further support international student success, Parkland maintains an International Student Services office that assists international students with advising, paperwork, and transfer assistance as well as integrates students into the life of the college through the International Students Association and the English Conversation Club. In 2011, Parkland enrolled 307 international students; in 2012, that number grew to 315. Those students bring an awareness and unique set of experiences with them into the life of the college and are a vital part of the learning environment for the entire campus.

➡ [Details on international student enrollment from fall 2011 may be found here.](#)

➡ [Details on the positive impact of international students at Parkland may be found here.](#)

International Consortium for International Studies and Programs (ICISP)

The college has been an active member of International Consortium for International Studies and Programs (ICISP) since the program's inception. Students participate in semester abroad programs in Canterbury, England and Salzburg, Austria. Recently China, Spain, and Ireland have been added as semester abroad destinations. Short-term study abroad programs are also available in China and Costa Rica. This organization provides opportunities for students, faculty, and staff to gain international experiences:

- Typically, two staff members a year participate in a two-week exchange program. Staff are paired with international peers who visit the Parkland campus and are hosted for two weeks. Parkland faculty are hosted in turn by their peers. Staff have travelled to Holland, Finland, and Switzerland.
- Parkland's International Admissions advisor participated in a two-week exchange with a colleague from Holland. She has been involved as an advisor for international students since her return.
- Faculty have the opportunity to participate in a semester abroad program. Parkland has supported faculty almost every year, and faculty have been located in Canterbury, England and Carlow, Ireland. Faculty have responsibility for some teaching and also for supervising students who are also studying abroad.

Criterion Four

Community Colleges for International Development (CCID)

Parkland College is a board member of Community Colleges for International Development (CCID) which also provides short-term study abroad opportunities for students and faculty. Parkland faculty and staff have participated in a number of exchange programs through CCID:

- Don Bergfield (Business and Agri-Industries) and students participated in a program in sustainable agriculture and renewable energy in Denmark as part of an innovative Troika program that included groups from several U.S. colleges.
- Nursing students have participated in a program in transcultural nursing in Ecuador for the past four years. Students gain hands on-experience in Quito and then spend time in the rain forest.

CCID was also the recipient of a state department grant that sought to bring students to the U.S. from across the globe. Parkland was a pilot member of the program. Students are hosted for a summer orientation program, and then about 13–15 students stay for the academic year and participate in cultural and academic events as well as in a freedom and democracy program.

Faculty-led Study Abroad Programs

International opportunities for faculty have led directly to the development of faculty-led study abroad programs at the college. For example, individual faculty have led study abroad programs in France, Japan, and Senegal:

- Parkland College has an annual six-week study abroad program in Dijon where students earn credits in language and humanities courses.
- Mr. Takuo Kinoshito, part-time faculty member, has led several student groups to Japan, and Ms. Laura O'Donnell, part-time faculty member, has developed and will lead a ceramics focused cultural tour of Japan in summer 2012.
- Associate Professor Ibrahima Ndoeye led a study abroad group to Senegal in 2008.

One particular opportunity exemplifies the positive learning experiences that can be gained from international education involving students: Costa Rica.

Costa Rica: Business and Agriculture

As a result of his experiences abroad, Associate Professor Don Bergfield has developed study abroad programs in Costa Rica geared towards business and agriculture students at Parkland College. The agriculture trips offer a unique experience for students to travel to South America and learn how agriculture in small farming communities impacts the global community. The Business and Agri-Industries department has a history of providing students with cross-cultural experiences, which began in 2003 with supervised student trips to England and Denmark. In addition, 11 excursions have been made to Costa Rica, usually in March and December of the academic year as part of AGB 192: International Field Experience in Agriculture, a three-credit hour course. The spring trips also include students from SPA 103: Intermediate Spanish I, so students have an opportunity to have an intensive study abroad experience in Spanish. AGB 192 is

Criterion Four

embedded as an elective into four Agricultural Business Associate in Applied Science degree programs and one Agricultural Business certificate program. The impact becomes apparent as students evaluate the role of agriculture in international food production, trade, and governmental policy, raising their awareness of economic and cultural influences in the agricultural industry. Students are now focused on sustainable and organic practices in Costa Rica. Future plans include the following:

- development of an organic farm located near the Parkland campus
- an International Field Experience in Agriculture trip to Ireland planned for summer 2012

Finally, Parkland College has hosted visitors and international groups from around the world. These visitors connect with faculty, staff, students, and local organizations and businesses:

- In 2009, Parkland participated in the Vocational Education Leadership Training Program (VELT) organized through the American Association for Community Colleges. VELT is a training program for presidents and vice presidents at Chinese vocational and technical schools. The visitors spent one month in the United States and were on Parkland's campus for two weeks. They presented on their colleges, visited areas of the college and the University of Illinois, and presented an overview of the college at a one-day conference in Washington, D.C.
- A delegation from Brazil visited in 2012 to discuss the Science without Borders initiative designed to send Brazilian students to the United States and create opportunities for faculty and students to visit Brazil.

Entrepreneurial Program

Parkland's Entrepreneurial Program was established in 2009 as a partnership between the college and the community to further Parkland's commitment to workforce development and area industry advancement. Area business leaders realize that a highly trained workforce will help produce a stable, more attractive marketplace to outside employers. To that end, the program was initially endowed at \$270,000 through the Parkland Foundation. This figure grew to \$425,000 in less than a year through fundraising efforts and now sits at \$516,000. The curriculum began in 2010 in the Business and Agri-Industries department as a certificate program encompassing 33 semester hours of education aimed at aspiring owners, managers, and employees. Additionally, a related Faculty Fellows grant-funded program was designed and implemented in 2007 to stimulate and support teaching and development of entrepreneurship in disciplines across the curriculum at Parkland College and the University of Illinois. The main goal is to infuse entrepreneurial thinking into coursework that leads to economic growth and business development. Each Parkland Faculty Fellow received \$10,000 to implement his/her proposed project. Two examples of such projects include work with BIO 120: Fundamentals of Nutrition and the Shadow Wood Project involving fourth-semester Spanish students.

BIO 120: Fundamentals of Nutrition

Parkland biology instructor Toni Burkhalter designed a project titled "Designing an Original Snack Bar: The Entrepreneurship of Research and Development in Nutrition." Students in the BIO 120 course worked

Criterion Four

in teams to research the motivation behind snack food choices, examine nutrient profiles of ingredients, formulate a recipe for a snack bar, interpret lab analysis of the product, and aid in the local marketing of the foodstuff. In spring 2008, the class focus was on social entrepreneurship and the redesign of school lunches for the Champaign school system. Assessment of the project demonstrated that the entrepreneurial students were more engaged, scored higher on their test scores, and felt more connected and committed to the class. These findings were reported at the **↻ National Association for Community Colleges in Entrepreneurship** conference in January 2009. According to the University of Illinois **↻ Academy for Entrepreneurial Leadership**: “[The students I have had in Fundamentals of Nutrition] send me cards and letters telling me how much they have grown as people from being in the course,” Burkhalter said. “They’ve learned how to work with others, but more importantly, they have become passionate about their schoolwork and about nutrition.”

Such feedback, Burkhalter continued, inspires her to want to teach more of her courses in an entrepreneurial way. “Before I was a faculty fellow,” she said, “I thought of entrepreneurship as being business-related... I didn’t know about the social element. The Academy has allowed me to see that I can inspire students in multiple ways through entrepreneurship, and I plan to continue doing so for a long time.”

Shadow Wood Project

Another faculty member, Montserrat Oliveras-Heras, combined curricular and cocurricular initiatives through the **↻ Shadow Wood Project** in 2009–10. The project took students out of the traditional classroom and put them to work two hours a week teaching computer skills to Latino/a community members, mostly females. In addition, due to the needs of these women, Parkland provided kindergarten services, also in Spanish, to the children of the mothers taking part in the project. As part of their experience, Parkland students had to write journals that chronicled their interactions and daily experiences with the Latino/a students. Numerous departments from Parkland College collaborated in this effort, including Business Training, Computer Science and Information Technology, Community Relations, Campus Technologies, and the Humanities Department.

The college takes seriously its mission, which incorporates community engagement as well as cocurricular learning. The Entrepreneurial Program has evolved over the last five years as a result of needed modifications. The college found it was difficult to sustain an entrepreneurial program strictly involving faculty, and the program changed to reward students with entrepreneurial scholarships for awarded projects. The college will continue to monitor the program to determine its success in encouraging student entrepreneurship.

Programs like the Entrepreneurial Program, as well as grant-funded programs like Adult Basic Education, meet the needs of learners *where they are* in their lives and in their development and encourage them to complete their credentials in order to be productive citizens.

Criterion Four

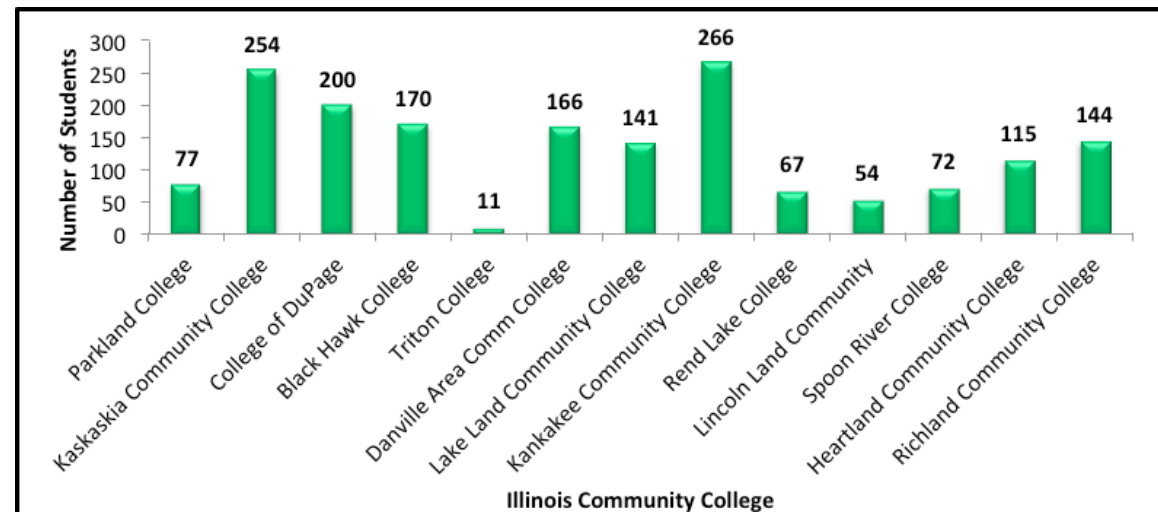
Adult Basic Education

As called for by its mission, Parkland seeks to help all levels of learners reach their goals. Adult Basic Education (ABE) offers academically underprepared learners an opportunity to build lives based on commitment to professional growth and stronger employment skills. The data in this section are from the [CS 2010](#) and [CS 2011](#) Data and Information System Illinois (DAISi) reports, the ICCB adult education data system.

Adult Basic Education (ABE) learners enter the program with reading levels between 0 and 8.9 on the Tests of Adult Basic Education (TABE). Adult Secondary Education (ASE) learners enter the program with reading levels between 9.0 and 12.9 on the TABE. Between FY 2002 and FY 2008, job skills classes were classified as vocational courses. A large part of the vocational offerings during FY 2002–FY 2008 were job skills classes offered in partnership with the Urban League of Champaign County. In FY 2009, these classes were reclassified as ABE, ASE, or ESL courses based upon the student’s reading level upon entry. This reclassification led to the drastic reduction in the number of students enrolled in vocational courses.

In FY 2010, the ICCB Adult Education Strategic Planning Task Force drafted a new vision for addressing the needs of adult learners in today’s society. As the college assists adult learners in gaining skills and credentials leading to sustaining employment, its vision has expanded. Adult Education is evolving from a program where obtaining basic literacy skills and GED completion were the goals to a program that provides the foundation of a career pathway system for adults and prepares learners for economic self-sufficiency. *See Figure 3* for the number of students in Parkland’s GED program. *See Figure 4* for the percentage of students receiving GEDs or diplomas.

Figure 3. The number of students in Parkland’s GED program compared to other Illinois community colleges.



Criterion Four

Figure 4. The percent of Parkland students in acquiring GEDs or diplomas compared to other Illinois community colleges.

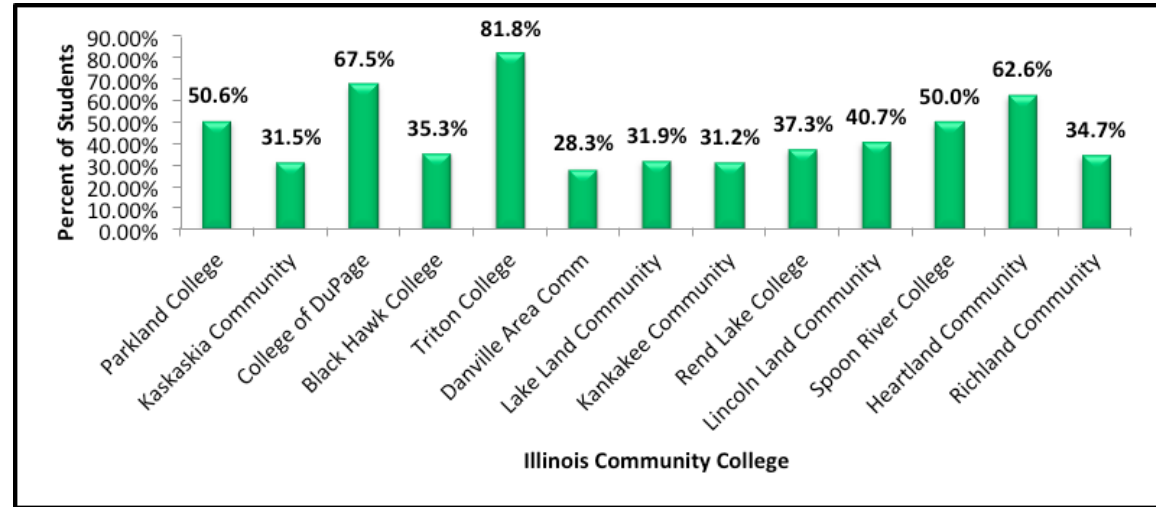


Table 6 reflects the number of students who, after earning their GEDs, are separated from the program and go on to enroll in post-secondary education or training. Separating a student from the program occurs when the student has met his/her goal. Once a student earns a GED, he/she is no longer enrolled in the program and hence is separated on the database Parkland College uses to report to the ICCB.

Table 6. The percent of students who separated from the ABE program and then enrolled in post-secondary education or training, FY 2007–2011.

Year	Number of Students	Entered Post-Secondary Education	Local Percent Achieving Outcome	Federal Target	Difference
FY 2007	173	46	26.59%	22%	4.59%
FY 2008	94	19	20.21%	22%	-1.79%
FY 2009	49	12	24.49%	21%	3.49%
FY 2010	59	16	27.12%	25%	2.12%
FY 2011	58	23	39.66%	23%	16.66%
5-year averages			27.61%	23%	5.01%

Criterion Four

Core Component 4d

Parkland College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Parkland College maintains high standards of ethics to ensure college constituents acquire, discover, and apply knowledge responsibly. All college employees support and engage students in learning about both social and personal responsibility. Committees review and analyze information, policies, procedures, handbooks, and data regularly. Two of Parkland's core values, institutional integrity and public trust, are central to the college. This section underscores three specific ways Parkland maintains institutional integrity and public trust: abiding by the Family Educational Rights and Privacy Act (FERPA), complying with copyright legislation, and respecting and protecting students' confidentiality in counseling and advising.

FERPA

Parkland College ensures that its students, faculty, and staff support responsible acquisition and application of knowledge through its adherence to The Family Educational Rights and Privacy Act (FERPA). Information regarding FERPA legislation and the college's expectations is available in four locations:

- the **↔ Release of Student Information** page of the Parkland website
- the vice president for academic services' **↔ memorandum to all faculty** which states FERPA's guidelines for sharing students' grades and making remarks about students in various records. The memorandum states, "Some of you have access to the Student Remarks (STRK) screen on the UI4 portion of Datatel Colleague. Since much of the information in a student record is confidential, please be aware of your additional responsibilities associated with FERPA."
- a brief **↔ FERPA tutorial** prepared by the college, available on the my.Parkland portal
- the *Family Educational Rights and Privacy Act (FERPA)—What You Should Know* booklet available in the Office of Admissions and Records

Parkland is also committed to *teaching* parents and students about this important legislation and incorporates a brief definition and explanation of student privacy in its orientation presentation in front of every new student at the college.

Copyright Compliance

The college's copyright compliance guidelines "ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly." Campus-wide awareness is an ongoing process to achieve clear policies on practices that involve intellectual property rights and copyright compliance. In the last several years, Parkland has taken a number of steps to inform and support faculty, staff, and students in the responsible use of copyrighted materials:

- offered sessions in the Center for Excellence in Teaching and Learning led by librarians in 2003 and 2007

Criterion Four

- offered a session in the Center for Excellence in Teaching and Learning led by an intellectual property lawyer in 2008
- established an account with the Copyright Clearance Center through the library. This center allows faculty and staff online access to search and request permissions.
- provided information in the **↻ Parkland College Policies and Procedures Manual** which thoroughly explains the application of copyright compliance legislation to the college
- created a **↻ copyright policy** to comply with the TEACH Act of 2002 and the creation of policies and procedures for uploading media into the college’s learning management system
- has distributed an annual **↻ “copyright memo”** to faculty and staff outlining the importance of copyright, the basics of the law, and college policy
- created a **↻ library guide** to copyright issues available on the library website

One area of concern lies with how the college documents compliance. College-wide, the responsibility of obtaining copyright permissions is placed on the individual instructor. At least three areas of the college require instructors to sign forms that contain copyright disclaimers:

- Parkland Bookstore (course packets)
- Parkland College Library (for reserve materials)
- Reprographics/Print Shop (general copying)

Even with these precautions, it is almost impossible to monitor that all permissions have been obtained. The record of materials cleared through the Copyright Clearance Center (CCC) account shows very little activity. See Table 7.

Table 7. Record of copyright clearance activity at Parkland College, 2008–2012.

Year	Number of Items Requested for Clearance	Number Granted	Cost to College
2008	3	2	\$73.92
2009	1	1	\$16.00
2010	6	1 (others cancelled)	\$16.00
2011	3	3	\$289.50
2012	0	0	\$0.00

For a college of this size, these numbers are quite low. In fact, in 2012, *no* copyright clearances were requested. The library plans to investigate further reasons for this; it is believed that many faculty refer students to electronic sources including the library’s subscription article databases. During AY 2013, the library will conduct

Criterion Four

a survey of faculty, using the above data, to determine the primary reasons for the small number of requested copyright clearances.

Counseling and Advising

Counseling and Advising follows best professional practices that include the following:

Confidentiality

Counselors keep personal counseling session notes on a separate limited-access computer system. Counselors provide informed consent of confidentiality to students during the first session and document this in online counseling notes. They also use an “Authority to Release/ Obtain Information” waiver whenever they intend to discuss information about the students or their records with anyone else. This waiver must be signed by the student and witnessed by another member of the department. Privacy, however, is an issue as the current “waiting room” is, in reality, the upstairs hallway in the A-wing. This lack of privacy is especially problematic in the event that students come for counseling when they are experiencing crises and are actively upset. This problem should be resolved when the new Student Services building is completed and there is a separate waiting room for the Counseling and Advising Department.

Supervision

The counselors hire a licensed professional mental health clinician from the local off-campus community approximately three times each semester for clinical supervision and training on current clinical issues which counselors request the professional address. Counselors provide in-house clinical consultations and on-the-spot supervision for each other as needed. Weekly clinical peer consultation meetings for the counselors (without the external supervisor) have not been regular in recent years. This is partially due to increased student volume and subsequent demands on counselors’ time.

Professional Development/Continuing Education

All currently licensed counselors attend off-campus continuing education sessions to keep their licenses current. Some of the counselors are licensed as social workers and some as professional counselors. Many of the nonlicensed counselors also use their professional development funding to attend training to maintain best practices in clinical work. For many years the counselors have collectively opted to receive their professional development funds every other year so that there is more money available for this purpose. When time permits, they share what they’ve learned with their colleagues. Each counselor who has participated in a sabbatical has presented to the entire department upon return. Counselors have also taken advantage of local free educational opportunities such as the National Alliance on Mental Illness (NAMI)-sponsored Crisis Intervention Training and have had representatives of local resources come to campus to present information so counselors can make appropriate community referrals. Examples of such local resources include the Veterans Administration for student veterans and Prairie Center regarding treatment for substance abuse.

Criterion Four

Crisis Procedures

The counselors have a specific process which they follow in the event of a student personal crisis in order to adhere to the best ethical standards available. This covers attending to the student's needs at the time and making appropriate community referrals. Students can come to the Counseling and Advising Center on their own or be referred or accompanied by faculty, staff, or Public Safety.

Mental Health Information

The department provides substantial information via the departmental website for students, faculty and staff, and the local community about mental health issues and resources available both locally and online. The department also has a display of brochures in the waiting area regarding a variety of mental health issues and community resources.

Mental Health Events

The department partners with community agencies to host such annual events as depression screening, anxiety screening, and sexual assault awareness month. These educational sessions are open to Parkland and to the greater community. Attendee feedback over the years has consistently indicated that community residents prefer attending such events at Parkland (as opposed to other sites in the community) because of the accessible and welcoming environment at the college.

OIAR

Integrity is a core value of Parkland College; the college creates, disseminates, and enforces clear policies on practices involving research through its Office of Institutional Accountability and Research (OIAR). A Research Proposal form must be completed and approved before any human-participant research is conducted at or as part of the activities of Parkland College. The Office of Institutional Accountability and Research (OIAR) oversees this process and assists in managing data and approving research projects.

[**↔ Public Research Proposal forms**](#)

[**↔ Proposal for Research on Parkland Campus**](#)

Strengths and Challenges

The self-study identified the following strengths and challenges:

Strengths:

- Parkland's commitment to the professional development of all staff, faculty, and administrators is evident in its award-winning Center for Excellence in Teaching and Learning. The Center has evolved over the years as a space for lifelong learning of all kinds for all employees at Parkland College.
- One of the benefits of beginning the self-study five years in advance was the opportunity to ask a question about what scholarship consists of at a community college. Parkland's response to this question led to an

Criterion Four

award-winning collaborative effort between Parkland's library and the Center for Excellence in the creation of a virtual space to spotlight scholarship, SPARK.

- Although assessing General Education objectives is particularly challenging, Parkland's all-faculty efforts to discern *where* and *how* those objectives are assessed at the course level proved an important outcome of the 2012 reaccreditation self-study and yielded interdisciplinary conversations that foster deeper connections across the college.

Challenges:

- Tracking students after graduation or after completion of programs or certificates is extremely challenging. Although Parkland's Occupational Survey yielded important findings for the career and technical areas, return rates were lower than the college would like to see. The OIAR, the Career Center, and the career and technical programs will continue to work on ways to utilize social media and other creative outlets for a more comprehensive study of student employment and satisfaction. During the course of the self-study, the Career Center has utilized Survey Monkey for this survey, and return rates are beginning to increase, thus improving Parkland's ability to learn from this important data.
- Although Parkland has had strong mentoring initiatives in the past, mentoring of new full- and part-time faculty and staff is not consistent across all areas of the college. The college will continue to seek out successful ideas to improve employee mentoring to better facilitate professional development and lifelong learning at the college.
- Parkland College needs to sustain its current strengths in light of uncertain levels of state funding, such as continuing the college's current professional development funding levels.
- Parkland College must continue to use and expand upon feedback from assessment; disseminate General Education and student development outcomes to students and to the community; and work diligently with district high schools to improve the transitions between secondary education, higher education, and the workplace.

Criterion Five

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Part of Parkland’s Strategic Plan for Excellence states, “Parkland College must strengthen ties to the community it serves to enhance its premier community college status in the state, region, and nation.” The college works daily to achieve this goal through active partnerships with local businesses, K–12 schools, legislators, students, and the community. Parkland offers several opportunities for students to engage in service throughout their coursework, opportunities that provide students with valuable experiences and the community with resources it vitally needs. *Table 1* outlines just some of the ways Parkland College meets the needs of its community constituents.

Table 1. Community constituents served by Parkland College.

Constituency Served	Parkland Programming
African American Community Members	Black Student Success Project Brother to Brother Sister to Sister Together We Achieve: Academy for African American Males

Criterion Five

Table 1. Community constituents served by Parkland College.

Constituency Served	Parkland Programming
All Community Members	Adult Basic Education Alternative Spring Breaks Career Center Community Education Computer Science and Information Technology (CSIT) Service Learning Center Counseling and Advising Center Dental Hygiene Clinic Entrepreneurial Students Lemon Day Nursing Program Occupational Therapy Assistant Programming Office of Student Life Parkland Adult Re-entry Center Parkland Art Gallery Parkland Athletics Parkland College Library Parkland Pathway Parkland Television (PCTV) Parkland Theatre Planetarium Public Safety Radio (WPCD-FM radio) Town Hall Meetings and Bus Tours Workforce Development and Business Training
First-Generation College Students	Center for Academic Success (CAS) Counseling and Advising Center TRiO/Student Support Services
High School Students	Administrator/Board of Trustee Meetings with School Boards Admissions (Recruiters) Dual Credit Classes Financial Aid (Financial Aid Nights) High School Arts Seminar High School Assessment Advisor Math Contest Parkland Athletics Parkland Challenge Parkland Theatre Unity High School Wireless Service Project

Criterion Five

Table 1. Community constituents served by Parkland College.

Constituency Served	Parkland Programming
Hispanic Community Members	Club Latino Latino/a Family Nights Latino/a Advisory Group Parkland Athletics Shadow Wood Entrepreneurial Project
Individuals with Disabilities	“A Day at Parkland” Center for Academic Success (CAS) Occupational Therapy Assistant Programming Office Disability Services (ODS) Parkland Athletics
International Students	Community Colleges for International Development (CCID) Conversation Club ESL Classes International Students Academic Advisor International Students Association Student Government Study Abroad Programs
K–8 Students	Community Education/College for Kids Garden Hills Homework Club Office of Student Life Parkland Athletics Parkland Theatre (Special Programming) Planetarium (Special Programming) Story Shop
National/International Constituents	Alternative Spring Breaks Nursing Program Study Abroad Tennessee and Guatemala Dental Hygiene Clinics
Senior Citizens	Community Education Lifelong Learners Computer Science and Information Technology (CSIT) Service Learning Center Dental Hygiene Clinic Nursing Program Occupational Therapy Assistant Programming
Student Veterans	Counseling and Advising Center Office of Disability Services (ODS) Office of Financial Aid and Veteran Services Student Veterans Association at Parkland (SVAP)

Criterion Five

Table 1 demonstrates Parkland's commitment to engaging multiple constituencies in the community. Most of the units listed incorporate information from surveys to gather crucial feedback from the community to help Parkland fulfill its mission as a community college. For example, Community Education, mentioned again later in this chapter, routinely uses feedback from kids and parents to determine direction in its College for Kids (CFK) programming. CFK feedback in 2010 led directly to classes in cooking, drawing, and web design for kids. Feedback from parents and kids in 2011 led to new classes in 2012 in music video production and digital animation. Discussed throughout this study, units including Office of Disability Services, the Office of Student Life, as well as Admissions and the Office of Financial Aid and Veteran Services all use survey information as well as information learned from the biannual Community College Survey of Student Engagement (CCSSE) to make decisions and help fulfill the college mission.

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Learning from the College and the Community

Parkland learns from its constituencies by studying internal data as well as feedback from external constituencies; this feedback includes, but is not limited to, regular **↔ environmental scanning**, advisory boards for career and technical programs (a comprehensive list of which is available in every updated college catalog), **↔ occupational surveys**, **↔ graduate surveys**, **↔ CCSSE data**, and student course evaluations. As seen throughout this document, faculty take student course evaluations seriously and make changes based on student need and student feedback. Critical feedback from these sources, coupled with the feedback the college received from the community over the last 10 years through focused futures conferences, town halls, bus tours, and visits with school boards, determine the direction of the college in the form of the **↔ Strategic Plan**.

Regular environmental scanning provides the college with important information about the district and the diverse populations served by the college. Parkland takes its role as a community college seriously and, to that end, seeks out ways through academics, noncredit programs, and Student Life to respond directly to community needs. Furthermore, its interactions with the community in programs like College for Kids, Community Education, and Workforce Development provide Parkland professionals with vital information about changes in technology or learning needed to help the college determine the best programs and courses to offer District 505. Parkland's regular environmental scanning *process* involves tracking demographic information, but it involves much more than simple enrollment trends. More specifically, Parkland uses these measures to evaluate its capacity to serve its students and the community.

The CCSSE provides the college with an important perspective from its students about their perceptions of student services and academic support, along with a needed insight into students' goals. The 2010 CCSSE results supplied Parkland with insights about why students were enrolling at Parkland College. This information feeds

Criterion Five

directly into the decisions on the part of administrators, deans, department chairs, and other leaders about the kinds of services needed to best serve students.

CCSSE gives the college a snapshot of its students' purposes in coming to college: to transfer to a four-year institution, get a certificate or job training, change careers, or take courses for self-improvement. For example, the 2010 CCSSE revealed that 48.6 percent of students reported that they came to Parkland College to transfer to a university; 57.8 percent to obtain an associate's degree; 31.7 percent to complete a certificate program, 45 percent to update a job skill, and 39.7 percent to take courses for self-improvement.

➔ Learn more on students' reported reasons for attending Parkland College.

These findings demonstrate a shift in the population coming to the college; there is a clear increase in the number of students whose stated primary goal is career-oriented (versus strictly coming to Parkland seeking transfer to a university). Although transfer is still the primary reason students come to Parkland, these CCSSE numbers indicate a noticeable shift in students' self-reported goals. To this end, Parkland has added 22 certificate programs in career and technical fields in the last five years to better accommodate the numbers of students seeking more short-term job training.

As mentioned previously, Parkland has utilized focused futures conferences, town hall meetings, bus tours, and meetings with school boards as part of its planning process, gaining valuable information about improving its capacity to serve the community from these venues.

Service and Outreach Opportunities

Parkland pays special attention to the needs of diverse populations in the district as evidenced by a model of service integrated throughout academic programs; student services and student life organizations provide students and the community with opportunities which support student learning about social responsibility and provide needed resources in the community.

What follows are examples that demonstrate the college's capacity and commitment to serve the common good while engaging Parkland students and professionals in learning about service and social responsibility.

Academic Services: Dental Hygiene Clinic

Parkland's Dental Hygiene Clinic acts as a key practical learning resource for 72 Dental Hygiene program students each semester and also offers a number of services to the public. These services not only make oral health care more accessible and affordable to area residents, but also the clinic serves as an educational tool to raise the awareness of oral health issues among east central Illinois residents. Treatment at the clinic includes a thorough oral examination, oral cancer screening, blood pressure screening, oral hygiene instructions, medical history review, dental cleaning, and fluoride treatment. Other clinic services include diet and nutritional counseling, pit and fissure sealant placement, care of restorations, impressions for study models, home bleaching, and radiographs. Patients are always advised to make follow-up appointments with their own dentists after their treatments in the Dental Hygiene Clinic are completed. Each appointment is approximately 3.5

Criterion Five

hours. Since this is a learning experience for the dental hygiene students, complete treatment may require patients to make several visits to the clinic.

In 2009, the students treated patients in 5,585 clinic visits. Of these visits, 3,190 were adult visits, 1,117 were free due to Medicaid, 371 were children visits, and 873 were senior citizen visits. Survey results from spring 2010 revealed a 99 percent “excellent” rating with the level of service performed by the dental hygiene students. The “level of confidence in the health advice” given to the clients by the students warranted a 98 percent “excellent” rating.

For more on the Dental Hygiene clinic and program, including its most recent reaccreditation, see the Resource Room.

Patients at the clinic are socioeconomically diverse and represent all segments of the local population. Although Champaign-Urbana is home to the University of Illinois, it has a poverty rate of approximately 18 percent, well above the state and national averages. In addition, many of the surrounding rural areas in Parkland’s district have above-average poverty levels. Parkland College’s Dental Hygiene Clinic regularly treats these populations and is committed to continuing its quality service to these underserved patients. *See Table 2.*

Table 2. *Visits to the Parkland College Dental Hygiene Clinic from 2009–2011.*

Constituency	2009	2010	2011
Adult	3,190	2,659	2,605
Medicaid	1,117	1,039	979
Child	371	366	250
Adolescent	(did not differentiate)	592	612
Senior Citizen	873	750	783
Parkland Employees	34	33	34
Total Visits	5,585	5,439	5,263

Dental Hygiene has observed that the number of individual visits has declined somewhat over the last three years. The department has changed its appointment strategies recently to allow for more “open” appointments for new patients, which provides more flexibility to patients and a better learning environment for students. But this is also a population that does not always show up for appointments; this is congruent with data from other public health clinics. Although the number of visits has decreased somewhat, the types of patients served are more appropriate for students and, as indicated from the positive feedback noted, patients are more than satisfied with the services.

The Champaign Public Health Dental program provides services only for children 18 and younger. As a

Criterion Five

result, access to oral health care for adults is almost nonexistent. The Champaign County Mental Health Center utilizes the clinic's services for its clients. The Champaign County Christian Health Care free clinic refers patients for radiographs and preventive services. Macon County Public Health in Decatur, Illinois, which is 45 miles from Champaign, refers clients weekly to Parkland. Similarly, residents of Iroquois County who have no access to dental care for adults use Parkland's clinic. Documentation has shown that students in the Dental Hygiene Clinic have served patients from approximately 400 towns in Illinois and parts of Indiana.

In addition, the Dental Hygiene program organizes an annual weekend trip to Tennessee through the Remote Area Medical Organization providing dental cleanings and oral hygiene instruction to underserved residents. This cocurricular experience gives Parkland students an opportunity to provide much needed dental care to members of the community who cannot afford this service. Providing community oral health services in a variety of settings is a mandatory competency skill required by the American Dental Education Association's competencies for entry-level dental hygienists. The weekend dental clinics achieve this goal by providing students an opportunity to practice professional knowledge and skills in an unconventional setting to help those less fortunate. This promotes social responsibility while broadening cultural views that improve confidence and workforce skills. The student impact is well-documented in student journal writings and reflections following the most recent trip. Students were saddened and shocked by the high number of patients exhibiting severe tooth decay due to methamphetamine use. Similarly, students were overcome by the verbal expressions of thankfulness and overwhelming appreciation patients expressed following dental care. Students and faculty pay for trip expenses, including supplies. Some monies are raised through fundraisers organized by the Parkland Student American Dental Hygiene Association to help defray the costs.

➦ [View a short video of the work of Dental Hygiene students in Tennessee.](#)

➦ [View an extended video of the work of Dental Hygiene students in Tennessee.](#)

Academic Services: Occupational Therapy and the Independence Center Education Series

In spring 2009, the Occupational Therapy Assistant (OTA) program moved to the off-campus site, H-building, which afforded an increase in classroom-laboratory space as well as the addition of a laboratory-clinical space for the development of clinical practice and community education. The lab-clinic room was named the Independence Center. The purpose of this space has been to provide a laboratory for occupation-based skills training based on the OTA program learning objectives and to provide a clinical setting for 40 OTA students. The clinical experiences developed for the Independence Center have been a two-fold design: (1) workshops and training sessions through the Independence Center Education Series (ICES), and (2) community-based fieldwork assignments for first- and second-year OTA students.

The Independence Center Education Series partners with Parkland College's Community Education programs for registration and advertisement of the ICES workshops via the Community Education 505 course schedules. The Independence Center Education Series also partners with several community programs to

Criterion Five

disseminate information about ICES including the Family Services Center of Champaign, PACE, Inc. Center for Independent Living, the Provena Covenant Center for Healthy Aging, the Champaign Park District, Champaign Public Health, and pastoral care services of churches and other religious organizations.

The mission of the Independence Center Education Series is to provide free or low-cost community workshops and programs for persons with different abilities to maintain active lifestyles. The series explores different adaptive strategies and equipment that support participation in daily living skills and promote health and safety. In addition, the OTA students are required to contribute to all ICES programs to learn how to conduct community education programs.

➞ **Find out more about ICES's successful workshops within District 505.**

Alternative Spring Breaks: Collaborations between Academic and Student Services

Alternative Spring Breaks for Parkland College students were first proposed and attempted in the late 1990s. The Office of Student Life continued making changes based on student and community feedback, and by August 2006, the Office of Student Life committed to conducting annual Alternative Spring Breaks. These have been tremendously successful. Several of these projects combined students in specific courses with Office of Student Life organizations, namely Student Government, to promote social responsibility and as cocurricular activities designed to demonstrate skills learned in programs like Dental Hygiene, Construction Design and Management, and Landscape Design.

2006: Allerton Park Cleanup

PARKLAND COLLEGE STUDENT GOVERNMENT

Six students participated in the weeklong cleanup and repair of facilities on the ➞ **Allerton Park and Retreat Center**. Parkland College students received room and board for the seven days. Incidental spending money was the responsibility of the participants. Allerton reported the success of the project in its summer 2006 newsletter: "Each student donated a total of 28.5 hours, resulting in nearly 800 hours of work donated to the Park in one week! The dollar value of those hours is equivalent to almost \$14,000 (based on the value of volunteer time, \$17.19/hour, from the Independent Sector website)."

2007: Habitat for Humanity Build in Houma, Louisiana

PARKLAND COLLEGE STUDENT GOVERNMENT

CONSTRUCTION DESIGN AND MANAGEMENT PROGRAM

Eleven students and two advisors traveled to Louisiana to volunteer with the Bayou Area Chapter of Habitat for Humanity. They spent four and a half days on site building two houses for Houma, Louisiana residents affected by Hurricane Katrina. Success of the project was determined by completion of work, certificates provided by Bayou Area Habitat for Humanity, and the total amount of funds raised to cover expenses. The project's goal was to cover transportation, lodging, and meals for all participants. Total expenses were approximately \$5,000. The college community raised that amount through various fundraisers from Parkland students/staff/faculty, the Parkland Foundation, and Champaign Rotary Club.

Criterion Five

2008: Landscaping Project at Don Moyer Boys and Girls Club in Champaign

PARKLAND COLLEGE STUDENT GOVERNMENT

LANDSCAPE DESIGN PROGRAM

CONSTRUCTION DESIGN AND MANAGEMENT PROGRAM

Forty-five students and three advisors designed and installed landscaping around the Don Moyer Boys & Girls Club in Champaign. Work was completed in nine days during a three-week period. The project goal was to beautify the exterior of a well-used facility in a prominent location in the community. Objectives included community participation through donation of plant materials, hardscape materials, and equipment. Support of the project was determined by completion, formal dedication, and total amount of in-kind and monetary donations. Approximately \$3,500 was raised—donated plant materials, professional personnel hours, equipment rental, and monetary donations. The amount was collected by fundraising from Parkland students/staff/faculty, the Champaign Rotary Club, and the Parkland College Foundation.

[!\[\]\(e3f8612927870f2e0f9f5989e6dd3064_img.jpg\) View a video of the Don Moyers Boys and Girls Club Project.](#)

2009: Latino/a Family Night at Parkland College

PARKLAND COLLEGE OFFICE OF STUDENT LIFE

PARKLAND COLLEGE STUDENT GOVERNMENT

PARKLAND COLLEGE OFFICE OF ADMISSIONS AND RECORDS

CLUB LATINO

CHAMPAIGN ROTARY CLUB

Twelve staff/faculty volunteers and 60 student/community volunteers hosted a four-hour open house targeting Latino/a families within District 505. The open house particularly focused on families with 2009, 2010, and 2011 high school graduates; however, it welcomed all families within District 505 to attend and learn about Parkland College's academic units, auxiliary functions, and public attractions. Current population and projected changes for Illinois and specifically District 505 had been examined closely; Latino/a families became the focus of the open house because of the clear trend of an increasing population of this group. Success of the project was to be determined by attendance, the number of volunteers recruited, and the number of Parkland units participating. Approximately 250–275 people attended. Exact numbers were unavailable because families and individuals were not required to register. Immigration status was not to be considered a factor for participating, and any attempt to collect names or contact information would have been a deterrence to attendance. The estimated number of attendees was determined by the number of dinners served and the number of souvenir backpacks distributed.

Volunteers included student members from Parkland College Student Government, Club Latino, Phi Theta Kappa, International Students Association, English Conversation Club, Parkland College Student Education Association, and Hospitality Industry Program. Community volunteers included members from Champaign Rotary Club.

Academic departments that were represented were Fine and Applied Arts, Natural Sciences, Engineering

Criterion Five

Science and Technologies, Computer Sciences and Information Technology, Athletics, Business and Agri-Industries, and Health Professions.

Student Services units represented were the Office of Student Life, Career Center, Admissions and Records, Financial Aid, Counseling and Advising Center, and the Office of Disability Services.

2010: Landscaping Project at Thomas Paine Elementary School

PARKLAND COLLEGE OFFICE OF STUDENT LIFE

PARKLAND COLLEGE STUDENT EDUCATION ASSOCIATION

LANDSCAPE DESIGN PROGRAM

CONSTRUCTION DESIGN AND MANAGEMENT PROGRAM

Twenty-five students and two advisors cleared and reinstalled landscaping and recreation spaces for elementary school children, faculty, and staff. Success of the project was determined by the college's ability to complete clean-up and installation within a one-month period, using student volunteer hours during spring break and student classroom hours in the weeks prior to April 30. The project was completed and a maintenance plan developed within a three-and-a-half-week period. The project was supported in part by a grant from the Illinois Education Association and by on-campus fundraising done by students.

2011: Landscaping Project at St. Jude Children's Hospital in Memphis, Tennessee

PARKLAND COLLEGE OFFICE OF STUDENT LIFE

LANDSCAPE DESIGN PROGRAM

CONSTRUCTION DESIGN AND MANAGEMENT PROGRAM

DEPARTMENT OF BUSINESS AND AGRI-INDUSTRIES

PARKLAND COLLEGE FOUNDATION

Thirty-one students, four advisors, and five landscape professionals traveled to Memphis, Tennessee to provide labor to complete The Hope Garden at St. Jude Children's Research Hospital. They spent four days finalizing the design and installing the landscaping for an interactive meditation garden on the research hospital's campus. Success of the project was determined by completion and dedication of the garden, certificates provided by the Foundation office at St. Jude, and the total amount of funds raised to cover expenses. The project goal was to cover transportation, seven meals during the week, lodging, and project T-shirts for all participants. Total expenses were approximately \$16,000. The group raised that amount through various fundraisers by Parkland students/staff/faculty, the Parkland Foundation, along with dozens of donations from businesses, organizations, and residents of District 505.

➞ View St. Jude Landscape Design Trip video.

Criterion Five

Unity High School Wireless Service Project

One of the rural schools in the district, Unity High School in Tolono, Illinois, could not easily provide wireless access for its students' information needs. Parkland College students and faculty collaborated to provide Wi-Fi accessibility to the school, making access easier and more possible for all of its students.

Computer Science Instructor Marc Schudel learned about Unity's wireless needs through one of his students in CSC 150: Wireless Networking for Technicians, who also worked as Unity's technology technician. The technician was looking for further assistance with setting up the new system and had decided to come to Parkland for training. Schudel stated, "I started out just wanting to learn how to do things the right way, and all of these other awesome possibilities came about. Unit Seven [schools] has always had a great relationship with Parkland College, and I think that opportunities like this make it even better." This particular project was evidence of the important interactions between Parkland and the district it serves.

This cocurricular activity included 20 students from Parkland's CSC 150 course. Students designed and installed the switch, router, wireless local area network (LAN) controller, access points, and other equipment recently purchased by Unity to perform the system upgrade. Parkland's faculty, in conjunction with Parkland's Network Administration program manager, supervised this important service project. Their work now connects the school's computers wirelessly to the wider Internet and allows greater numbers of students and other computer users the freedom to move about within the building while staying connected to the Web.

Parkland students were quick to express the benefits of this experience. "The cool part about the Tolono project is that I get to see firsthand what it takes to implement a wireless network and how to connect it to an existing network; I never expected to get such an awesome hands-on project," said Joshua Hall, one of the participating students. Hall continued, "I think the experience I am getting at Tolono is going to be a major help for me in finding a job." Classmate Brian Howard agreed, stating, "It's one thing to beat your head against a book and want to absorb the information through osmosis, but you can't really get a good understanding of it until you are able to work with it in person. Working with and deploying the network helped bring data together that was reviewed in class, giving me a greater understanding of the material. After working on this project at Unity High school, I feel I can confidently add what I have learned to my résumé."

The American Association of Women in Community Colleges Chapter

Parkland has an active chapter of the American Association of Women in Community Colleges (AAWCC). Parkland's chapter hosts several annual fundraising events for local organizations which directly serve the homeless and those in need in the local community. These annual events include garage sales, a Valentine's Day tea, and basket auctions. The proceeds from the auctions benefit both local organizations and contribute to a scholarship fund for students. Organizations served include Crisis Nursery (a local safe shelter for children dedicated to supporting and strengthening families in crisis), the Center for Women in Transition, the Wesley Evening Food Pantry, the Young Survival Coalition (a support organization for young women facing breast cancer), as well as directly supporting local families who have suffered sudden tragedies. To date,

Criterion Five

Parkland's chapter of AAWCC has awarded seven \$500 scholarships since it began raising monies for scholarships in 2008.

Parkland Athletics

Parkland's student athletes regularly serve in the community as part of the college's commitment to social responsibility and to giving its students opportunities to learn about, and learn from, people different from themselves from a variety of backgrounds. For example, Parkland's Men's Basketball team has developed a relationship with Champaign's Westview Elementary and Carrie Busey Elementary schools in which team members visit the schools once a month to build relationships with the 5th grade classes and serve as mentors. The team also designates one home basketball game to both of those schools and invites students out for contests, games, and fun. At school visits, Parkland student athletes read with the students, answer questions, and participate in daily class activities. The team also invites the 5th grade class to visit Parkland's gym for a day of physical education.

In January of 2012, members of the Champaign-Urbana Special Recreation men's basketball league (approximately 20 men) visited Parkland's gym and played with Parkland's student athletes. Later in February, Parkland's men's team and coaching staff dedicated an afternoon to serving at Salt and Light, a local ministry for the homeless and those underserved in the community. In another example, the Parkland Men's and Women's Basketball teams and Golf teams have also helped with the Garden Hills Homework Club and with Crisis Nursery.

Office of Student Life

Service, social responsibility, and community engagement are central to Parkland's mission and core values. Faculty, staff, and students learn about and promote these values throughout the curriculum, in cocurricular activities, and routinely in extracurricular activities. The Office of Student Life facilitates countless events throughout the year which either raise money for, or promote service to, children and families from a variety of backgrounds. Some of the ongoing or annual events include the following:

- Food For Families food drive (for Eastern Illinois Foodbank), October
- Lost-n-Found Sale (for Parkland Child Development Center), July
- Student Government philanthropy project (charity chosen each year; organizations that have received donations include local chapters of Red Cross, Muscular Dystrophy Association, Leukemia-Lymphoma Association, and Relay for Life), March
- Pennies for Pumpkins (pocket change collection for local and regional charities), October
- Clothing drives (for local charities providing free services to community), December and April
- School supplies drive (for local elementary schools), September and April
- Snack drive (for Garden Hills Homework Club), September and March
- Health/beauty and sundries drive (for Illiana Veterans Health Care Services), spring
- Stuff the Bus school supplies drive (for United Way of Champaign County), September

Criterion Five

In addition to these specific events, each semester the Office of Student Life hosts community nonprofit organizations during Parkland's Volunteer Fair. The fall 2009 survey stated that 100 percent of the 21 participating groups felt the fair was "very valuable" or "valuable." There were, however, comments about the cramped space; hence, the fair was moved to a larger lounge. In fall 2010 and spring 2011, 25 and 29 agencies respectively signed on to participate. Agencies included 4-H, Retired Senior Volunteer Program (RSVP), the American Red Cross, Center for Women in Transition, the Mahomet Area Youth Club, the C-U Autism Network, and the Champaign Park District. Fifty-seven students returned a survey in spring 2011 with 30 percent stating they currently volunteer anywhere from two to ten hours a month.

Student feedback from fall 2009 showed 51 percent of the 138 who attended signed up to volunteer at one or more agencies, 86 percent would attend a future event, and 90 percent would recommend the fair to a friend. Many of the students who visited the fair (46 percent) were merely walking by the fair. This underscores the importance of the on-campus presence of the Volunteer Fair and the efforts put forth by Student Life to coordinate the annual event.

Community Education


Parkland's active  **Community Education** programming offers a variety of workshops and programs to residents of all ages throughout District 505, including College for Kids, Ed2go online classes, general interest classes, Lifelong Learning classes, ACT preparation, and study skills classes. These programs are noncredit, short-term, and affordable. In addition, Community Education facilitates travel and learning opportunities for the community. Programs and courses offered through Community Education are in direct response to the needs of the district, and the unit is responsive to change and feedback. *See Table 3.*

Table 3: Community Education program participants, 2008–2011.

Program	2008 Participants	2009 Participants	2010 Participants	2011 Participants
College for Kids	654	624	653	658
Lifelong Learning	1,073	1,274	1,231	1,408
Ed2go	184	114	112	115
Continuing Education	1,451	1,279	1,786	1,863
ACT Preparation	247	216	138	82
Travel	187	162	483	649
Total	3,796	3,669	4,403	4,775

Healthy attendance is indicative of the value the community places on Community Education. Noncredit students are an important college constituency, and offering courses on landscaping, computer training, physical

Criterion Five

fitness, and art demonstrates Parkland’s commitment to serving multiple constituencies. For example, feedback from constituents has indicated a high demand for Zumba fitness, Pilates, and Hatha Flow Yoga classes. Community Education tries to respond to these demands given the finite amount of space available for both credit and noncredit offerings at Parkland.


Recent feedback from the community has also revealed a need to streamline and simplify the online registration component for Community Education classes. The college’s online registration system is primarily set up for credit courses and not for community members simply wanting to take single fitness courses or courses designed for self-improvement. The college has prioritized setting up a system to make it simpler for students in Community Education, as well as Business Training, to more easily register for courses. The work is in progress at the writing of this study.

The staff of Community Education has set an objective that at least 80 percent of the noncredit students who fill out workshop evaluations indicate that they are satisfied with the programs. Evaluations from 2008 through 2012 show that 95 percent or more of respondents stated the classes met their expectations, and 97 percent would take another Community Education class. Evaluations routinely exceed Community Education’s objective of ensuring that the community of District 505 is satisfied with the programs Parkland provides. The workshop evaluations are invaluable tools providing needed direction from the community. The following section lists a sampling of courses, seminars, and workshops offered by Community Education.

Living Well Breakfast Seminar Series

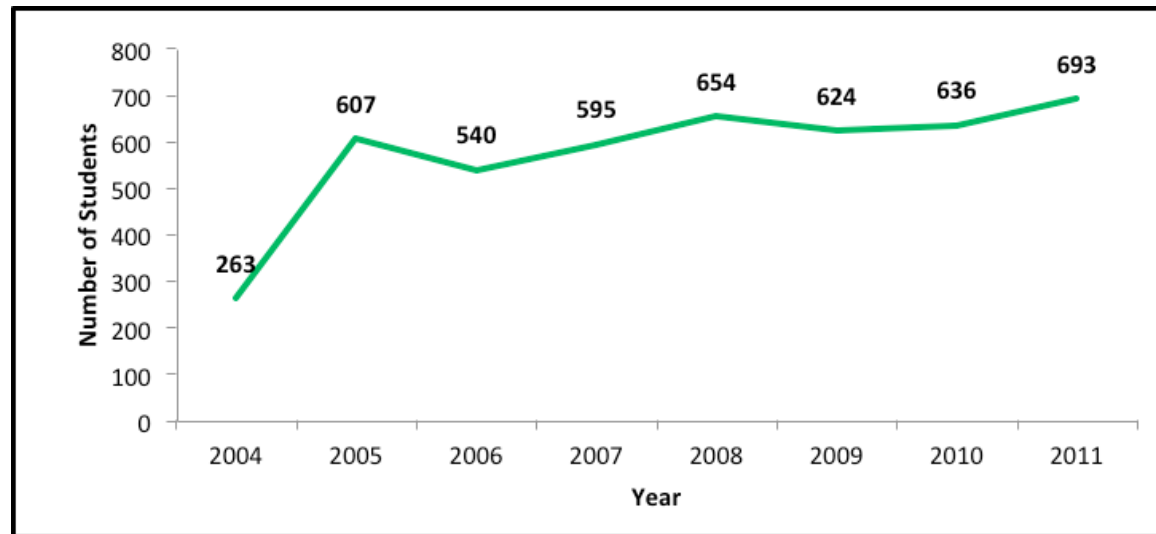
Parkland’s community partner, the Christie Foundation, wanted to find a way to provide accurate and timely wellness information to the people it serves. The Christie Foundation also wanted to highlight the excellence of its medical professionals. As a result, since 2006, Parkland Community Education has collaborated with the Charles F. Christie Foundation to sponsor a “Living Well Breakfast Seminar Series.” Through the generosity of a grant from the Christie Foundation, the community is treated to three seminars in the fall and three in the spring on different health topics. Christie Clinic physicians and other health professionals present the seminars. Average attendance at these seminars is around 50, dominated primarily by retirees.

College for Kids

Since 1980,  College for Kids (CFK) has provided students entering third through seventh grades stimulating and safe educational experiences designed to ignite a lifelong desire for learning. CFK offers classes in math, fashion, engineering, art, robotics, Claymation, astronomy, ecology, puppetry, forensic science, and other subjects. Since 2009, CFK has served approximately 1,200 students through its summer programming. *See Figure 1.*

Criterion Five

Figure 1. Total enrollment of College for Kids programming, 2004 to 2011.



Recent data compiled by Parkland's Office of Institutional Accountability and Research indicate that 69.8 percent of College for Kids alumni return to Parkland to take classes. Of 4,751 students served by College for Kids from 1999–2011, 27.4 percent went on to take classes full or part time, while 42.4 percent took at least one non-credit course. Each year, College for Kids seeks funding to provide scholarships for children whose families are not able to afford the tuition. Since 2009, College for Kids has awarded 55 such scholarships.

Core Component 5b

Parkland College has the capacity and commitment to engage with its identified constituencies and communities.

Workforce Development and Business Training

As a comprehensive community college, Parkland actively seeks to build a strong workforce for its community through its **Workforce Development and Business Training** programming. By continually seeking new industry partnerships and state, regional, and national workforce resources, Parkland College strives to boost community members' access to higher-paying jobs and advancing technologies to meet the needs of district employers. Parkland responds to workforce needs by learning from its community directly through the following sources:

Workforce Advisory Boards

In all of the college's professional departments such as Business and Agri-Industries, Computer Science and Information Technology, Engineering Science and Technologies, and Health Professions, business leaders

Criterion Five

from the community come together with faculty and administration to discuss the needs of their industries. As a result of interactions with business leaders, Parkland has recently developed the Case IH Diesel Technology program that specifically trains technicians to work on Case New Holland equipment. This statewide program provides support for students in the form of scholarships and internships, and students are recruited by dealerships in the districts.

Workforce Listening Tours

For the last three years, Parkland has taken a group of faculty from all parts of the college both in technical and humanities-based areas on bus tours to meet and talk to local businesses owners and management. These meetings allow an open dialogue and flow of ideas between the business community and Parkland. These bus tours also help the college develop strategic plans for each department.

Feedback from Local School Boards, Counselors, and Advisors

Parkland administrators regularly visit the district's local school boards and listen to parents and school administrators. This allows Parkland to keep local district high school board members up-to-date with what is happening at Parkland and ask the school boards, school administration, local press, and community members to provide feedback regarding the college. As a result of the Title III grant the college received (2003–2008), the college also hosts regular meetings with high school counselors, advisors, and faculty to maintain effective communication and to help students with the transition from high school to college.

For more on Parkland administrators' and the board of trustees' interactions with local school boards, see Criteria 2a and 4c.

Open Houses

Parkland works with local high schools to provide educational opportunities for high school students to learn and discover talents in a variety of programs such as art, computer sciences, engineering, automotive technology, and health professions. Attendance from Engineering Science and Technologies open houses for high school students again indicates that the community values the opportunity:

- FY 2007 EST Open House: 489 students
- FY 2008 EST Open House: 594 students
- FY 2009 EST Open House: 620 students
- FY 2010 EST Open House: 446 students
- FY 2011 EST Open House: 430 students

The department of Computer Science and Information Technology regularly hosts “Tour IT” open houses. Attendance has similarly been healthy at the most recent events:

- FY 2009 150 attendees from 12 middle schools
- FY 2010 100 attendees from 8 high schools
- FY 2011 160 attendees from 10 high schools

Criterion Five

Admissions advisors also coordinate and work with multiple open houses throughout the year at Parkland College. These events include Parents' Nights, campus visit days, high school visits to each high school in the district, and coordinating all-college open houses. In all of its open house events, the college provides parents, students, and interested community members with information about the college as well as direct access to staff, faculty, and administrators to help field questions specific to individual community members' needs.

➡ See more details on open houses and events facilitated by Parkland Admissions advisors.

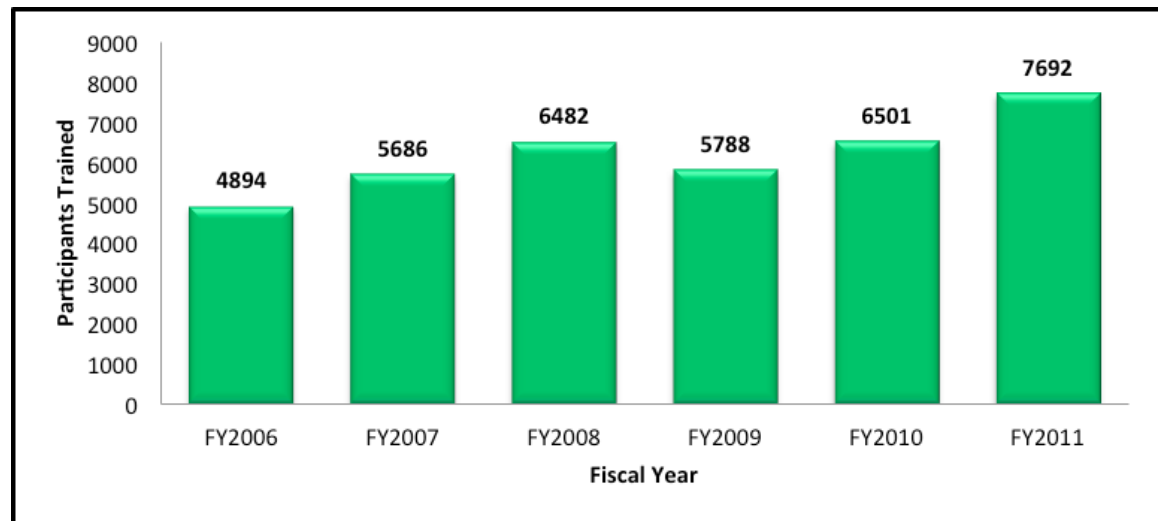
Business Training

➡ **Business Training** (BT) offers courses to enhance work skills and encourage lifelong learning. BT offers an average of 405 noncredit and vocational skills courses each year, including Microsoft Office applications, real estate, home inspection, leadership, and health and safety classes. Business Training receives funding to support training of incumbent workers employed by the district's top 20 employers, and it was the recipient of American Recovery and Reinvestment Act (ARRA) funding to offer Six Sigma and Lean Manufacturing courses. The Six Sigma grant served 17 organizations and trained 482 students; the Lean Healthcare grant served four organizations and successfully trained 1,562 students.

For more information about these two grants, consult the ➡ **Lean Healthcare** and ➡ **Six Sigma** links.

Additionally, Business Training has operated a number of specialized grants including the Highway Construction Careers Program, designed to prepare underprepared workers for admission to union halls. For a presentation of participants in all Business Training programming, see *Figure 2*.

Figure 2. Total number of Business Training participants, FY 2006 to FY 2011.



Criterion Five

Six Sigma Training

Bell Sports participated in the Six Sigma training provided through the ARRA grant to improve the skills of 91 employees. This training created a new culture within the organization centered around data-driven decision making to increase efficiency. The plant manager stated that Bell Sports' overall production increased by 10 percent as a direct result of the training, with no decrease in quality, yielding higher profit for the facility. The cost savings from the training were estimated to be approximately \$326,000.

Microsoft Office Training

In FY 2010, BT received several comments from Microsoft Office Level 2 and Level 3 course participants stating the course was too short and would benefit from more time to cover the material. In addition, the instructor shared the participants' concerns, so BT extended each course by one training hour, allowing participants more time to complete the course topics and exercises. The participants and instructor have been pleased with this change.

Digital Divide Computer Training Courses

A Department of Commerce and Economic Opportunity (DCEO) grant now allows Parkland to make good use of many of the area's recycled computers—computers that otherwise might end up in landfills—to educate and assist those in need. Through this program the college hopes to use the grant to eliminate some of the digital divide in the community. At the writing of this document, data is still being collected on this program.

Parkland has partnered with the Illinois workNet Center, the African American Culture Program, and Crossroad of Life Community Church to offer grant-funded Digital Divide Computer Training. Courses provide basic computer skills training by Parkland faculty. Open computer labs offer on-site assistance to the general public, open entry/open exit course workshops, and one-on-one tutoring and assistance. The Don Moyer Boys and Girls Club, Center for Women in Transition, and Restoration Urban Ministries also received refurbished donated computers to set up open labs. All software installed on the donated computers is open-source (free), designed for children and beginning-level users.

Evaluation of BT Programming

BT requests every participant complete an evaluation regarding the instructor, training environment, and course for each offering. Then, BT summarizes the feedback, reviews, and shares these evaluation summaries with each instructor and the organization's representative. BT asks each instructor to review the feedback to improve and make changes to the course before it is offered next. For contracts, all courses are relevant, because each course is requested by a specific business or organization based on the needs of its employees. For public offerings, the program manager and director review the evaluations to determine if BT achieved a score of 3.5 out of 4.0 or higher; follow up with industry representatives when applicable; communicate with the instructor regarding the participant feedback; research new laws governing each profession; work with

Criterion Five

the applicable college departments and third-party vendors who are experts in the field; and obtain feedback from the externship sites regarding students' knowledge, skills, and abilities.

Parkland College is an executive board member of the Champaign County Economic Development Corporation which oversees economic development for the county. As such, Parkland has been connected with industry expansion and retention efforts by providing training as part of state-funded expansion programs. Additionally, Business Training provides subsidized training for incumbent workers in district industries through the state's ETIP (Employer Training Incentive Program) discussed below.

Employer Training Investment Program (ETIP)

The Employer Training Investment Program (ETIP) is a competitive application program for Illinois-based manufacturers and service companies to facilitate upgrading the skills of their workers in order to remain current in new technologies and business practices. Participation in the program enables companies to remain competitive, expand into new markets, and introduce more efficient technologies into their operations. ETIP grants may reimburse Illinois companies for up to 50 percent of the eligible costs of training their employees. Grants may be awarded to individual businesses, intermediary organizations operating multicompany training projects, and original equipment manufacturers sponsoring multicompany training projects for employees of their Illinois supplier companies.

Using the Employer Training Investment Program (ETIP) funding, Parkland College Business Training used \$144,394.56 to train a total of 2,015 employees: 66 new and 1,949 existing.

Parkland utilizes federal funds to create partnerships, engage the entire community in learning, and invest in first-generation, low-income students with limited resources.

➡ **More on these businesses, including tabs for each company listing training hours and other details, may be found here.**

➡ **Learn more about federal grants used to invest in students and in the community.**

Community Media Engagement

The college can only serve its community if the community knows what the college has to offer. Parkland uses a variety of strategies to keep the community informed and engaged.

PCTV

Parkland College Educational Television (PCTV) supports the college's mission of engaging the community in learning through comprehensive and educational programming. PCTV is a 24-hour cable channel that delivers educational and community interest programs as well as Parkland workshop and event announcements to District 505 households. Viewers can access PCTV on Comcast cable channel 9 in Bondville, Champaign, Homer, Ogden, Philo, Savoy, St. Joseph, Sidney, and Urbana; and on Mediacom Cable channel 10 in Gibson City, Clinton, Wapella, Gifford, Ludlow, Thomasboro, Bayles Lake, Loda, Paxton, Fisher, Mahomet, Weldon, Deland, Mansfield, Melvin, and Farmer City. Reaching out to Parkland's rural district

Criterion Five

communities is an important fulfillment of the college's mission. As of 2008, Comcast had 18,946 subscribers and access to 37,645 dwellings in the city of Champaign alone.

PCTV is also responsible for addressing all of the internal video demands for Parkland College students, faculty, and staff. This includes web videos and tutorials, instructional videos for online classes, and video profiles for the various departments at Parkland. Instructional videos have been produced for the Massage Therapy, Welding, Surgical Technology, and the Dental Hygiene programs. These videos are used in classrooms and online, as evidence of Parkland's commitment to multiple forms of delivery of materials.

Additionally, the PCTV television studio is used as a teaching laboratory for Parkland students. COM 144: Television Broadcasting students get the opportunity to utilize the equipment to learn and get hands-on experience in television production, even participating in the production of PCTV programs. Students are putting the skills learned in class directly to use to help them develop job skills but also to serve the greater needs of the diverse community Parkland serves in the district and around the world. PCTV provides the following services to students:

- offers the television studio space as a learning laboratory for TV production students
- provides intern opportunities for television broadcast students
- informs students about Parkland College via television programs and electronic bulletin board announcements
- announces services provided to Champaign-Urbana community
- provides online streaming of programs on the PCTV website
- airs live broadcast and online webcast of Parkland Commencement
- hosts and supports the annual high school quiz bowl tournament, the *Parkland Challenge*
- upgraded field equipment to HD as part of a long-term plan toward making the learning lab aspect of PCTV more relevant for current and future students

➡ **PCTV programming** for the community includes the following:

- **Parkland Report**—This program focuses on Parkland's programs, services, plans, and the people that make them work. Hosted by Seamus Reilly, vice president for institutional advancement
- **Surrounded by Science**—This program promotes science and science literacy to encourage young people to study science, to showcase the science taking place in this community, and to make people aware of the many jobs in science. Hosted by David Leake, coordinator of the William M. Staerkel Planetarium and Heidi Leuszler, associate professor of biology
- **Parkland Garage**—This program informs viewers about Parkland's automotive program and provides them with tips to keep their automobiles running and safe. Hosted by Shawn Tournear, Engineering Science and Technologies department faculty member
- **Interlocution**—Students from developmental composition courses engage the community in learning by

Criterion Five

discussing important and current issues in a talk show format. Hosted by Steven Rutledge, associate professor of humanities

- **Learning to Grow**—This program explores Parkland College’s Business and Agri-Industries program and what it offers to students. Hosted by Chris Foster, PCTV program manager
- **If You Liked... You’ll Love**—This program compares current theatrical movies to classic films and discusses the films’ relevance. Hosted by Matthew Hurt, associate professor of humanities and Syd Slobodnik, instructor of humanities
- **For Arts’ Sake**—This program profiles the art, artists, and exhibitions from the Parkland Art Gallery.
- **Cobra Corner**—This program profiles Parkland’s athletics programs. Hosted by Chris Foster, PCTV program manager
- **What’s In Your Pantry**—This program offers healthy recipe and meal alternatives from simple foods that viewers can find in their own home pantries. Hosted by Chrissie McKenney, Parkland student
- **Look Who’s Cooking**—This program features local chefs who visit the Parkland kitchen and share their favorite recipes. Hosted by Jane Valentine, dietary program director, Health Professions department
- **Dollars and Sense**—This program is dedicated to educating and informing the community about critical business issues affecting local business and increasing public awareness of the link between Parkland College and entrepreneurialism. Hosted by Paul Donahue (nonstaff)

Other related PCTV services offered to the community include the following:

- **Commencement**—Annual broadcast of Parkland’s commencement ceremony
- **David Jones Speech Contest**—Televised broadcast of Parkland’s annual speech contest
- **Parkland Sports**—Broadcasts of Parkland Athletics including soccer, volleyball, and basketball
- **Honors Convocation**—Annual broadcast of the event that celebrates Parkland’s honor students
- **Parkland Challenge**—PCTV’s annual high school quiz bowl tournament. This is another program that provides great community outreach as 16 to 20 high schools participate in the event each year.

WPCD-FM Radio

WPCD-FM is Parkland’s educational, noncommercial radio station. It is the hands-on laboratory for communication students. WPCD is owned and operated by Community College District 505 as part of the academic mission of Parkland College. The station is licensed to the college board of trustees, with actual control and responsibility for operations delegated to qualified personnel in the department of Fine and Applied Arts. WPCD is operated primarily as a laboratory for students in Parkland’s communication program and secondarily as a public service. The station is funded by the academic budget of the college through the department of Fine and Applied Arts.

WPCD operates as a public trustee on a frequency of 88.7 Megahertz with a power output of 10,500 watts, as authorized by the Federal Communications Commission. Coverage includes all of Illinois Community College District 505 including Danville, Decatur, Rantoul, Bloomington, all of the Champaign-Urbana area, and

Criterion Five

well into Indiana. WPCD has a potential listening audience of over a quarter of a million people and is also streamed online worldwide. WPCD is one of the most powerful public relations tools of Parkland College. As part of Parkland's commitment to cocurricular activities, all COM 141: Basic Broadcast Announcing and COM 142: Introduction to Radio Broadcasting students are automatically members of the WPCD staff. All Parkland students who successfully complete COM 141 may continue having an airshift on WPCD. WPCD also offers internships to broadcast students. Each year, WPCD engages approximately 100 students in courses or through activities in the community. The station's real-world approach to broadcast instruction effectively prepares students to move smoothly into commercial careers, and as a learning lab, the radio station is used to complement the classroom experience.

Students directly engage the community on-air, and WPCD's programming informs the community about Parkland College, community events, major musical events happening nationwide, and daily newscasts. WPCD is responsible for airing announcements provided by Parkland College organizations. This includes producing prerecorded spots, which air as part of WPCD's daily playlist or having DJs deliver live mentions during live airshifts. The station has produced and/or aired announcements for the Parkland Art Gallery, Theatre, Planetarium, Admissions, Service Learning, Marketing and Public Relations, Fine and Applied Arts, Automotive Technology, and Health Professions. WPCD also makes announcements provided by such community groups as The Orpheum Children's Museum, Carle Hospital, Boneyard Arts Festival, 88 West/40 North, and local concert venues. Content for WPCD's newscasts is provided by USA News Network, which carries hard news, feature material, and sports. Students practice responsible news judgment when deciding what stories should air on WPCD.

WPCD hosts live remotes and promotional events on Parkland's campus including the Charity Battle and Ugly Sweater Snowdown. WPCD engages the community at local events including the Taste of Champaign, Virginia Theatre Battle of the Bands, and St. Thomas More Battle of the Bands. WPCD was a presenting sponsor of the 2011 Pygmalion Music Festival in Champaign-Urbana and will sponsor the festival again in 2012. WPCD has provided coverage of other festivals including South by Southwest Music and Media Conference (SXSW) in Austin, Texas; CMJ Music Festival in New York; Pitchfork Music Festival in Chicago; and Lollapalooza in Chicago. Other recent events include the following:

- Earth Day Concert featuring Black Gold at Parkland Theatre—April 22, 2009: 200 attendees
- Matt and Kim at Parkland College—September 13, 2009: 500 attendees
- Charity Battle of the Bands at Parkland Theatre—March 11, 2011: 150 attendees
- Pygmalion Music Festival in Champaign-Urbana—September 21–25, 2011: 7,500 attendees
- Ugly Sweater Snowdown at Parkland Theatre—December 2, 2011: 150 attendees
- The Head and the Heart at Canopy Club in Urbana—March 5, 2012: 600 attendees

WPCD also offers two radio broadcasting courses in the summer as part of College For Kids (CFK). These courses teach students in grades 5, 6, 7 about the ins and outs of radio and entertaining on-air personalities.

Criterion Five

These students broadcast live on WPCD. WPCD also offers tours to local middle schools and high schools, Boy Scouts, the Boys and Girls Club, and other organizations as requested.

Internet Presence and Publications

Parkland College connects with residents in its district and beyond through an intentionally diverse set of communication vehicles and styles. The college maintains one collaborative Facebook page representing the organization as well as Twitter accounts and a YouTube channel. These vehicles have allowed not only promotion of Parkland programs but also dissemination of important announcements and have invited feedback from community constituents. The college uses a variety of media outlets to promote events and programs on campus, but the college is working to transition these outlets to encourage more interaction and create a sense of community on the social media. Marketing programs and events is, however, a crucial point of interaction with the community. Parkland's marketing, advertising, and public relations are an important and active intersection with District 505. The following is an overview of Parkland's Internet presence and publications.

Online Sources

The college uses the following online sources as part of its advertising strategy:

- **Website**—With almost 2 million page views per year, the Parkland College website is currently the core source for information for all external college programming and resources. Other communication vehicles refer back to this medium for in-depth information. Marketing and Public Relations plans to employ a usability study before the end of the spring 2012 semester to ensure visitors can efficiently find the information they seek.
- **Blogs**—While Parkland's current blogging efforts equal a fraction of what is planned, the college strives to have its blogs represent the nucleus of its online communication strategy—so that readers sense the “voices” behind specific groups on campus and sense the personalities involved in the campus. Current blog hosts include the **president**, the **International Student Services Office**, **online science instructors** and the **Adult Re-entry Center**; but future planning includes blogs for Admissions, recruiters, and student groups such as **Club Latino**. The content management system to be implemented on the website in fall 2012 will allow blogs on the site, so visitors do not bounce to other platforms.
- **Facebook**—The main Parkland Facebook account had 3,200+ visitors at the end of March, 2012. The tone here is conversational, seeking to generate interaction, yet this outlet effectively also conveys important deadlines and other administrative information. Additionally, the college spends 7 percent of its advertising budget on Facebook ads to reach prospective students.
- **Twitter**—The primary Parkland College Twitter account maintains more than 1,000 followers and has experienced tremendous growth in 2011–12. The account primarily promotes campus events and deadlines.

Criterion Five

- **🔗 YouTube Channel**—Parkland’s YouTube Channel has attracted 13,465 page views and 23 channel subscribers as of March, 2012, but Marketing and Public Relations as well as the Distance and Virtual Learning plan to boost the video and channel promotion beginning in 2012. They plan to post more frequent content, including student activities, academic department features, and segments from the college television station, PCTV.

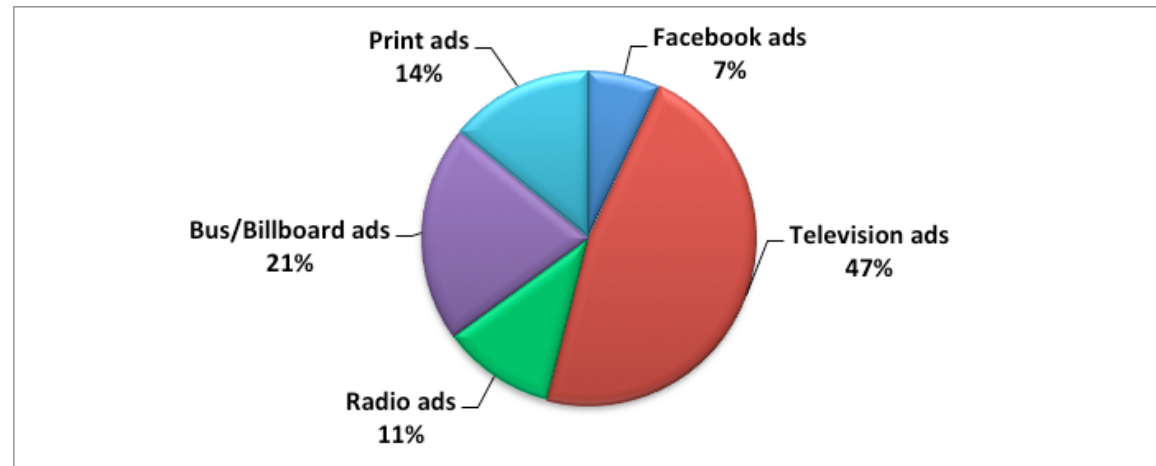
Traditional Advertising

The college uses the following traditional sources as part of its advertising strategy:

- **Television**—Parkland transitioned from a storytelling TV advertising strategy during much of the past decade to a **🔗 more upbeat, visual style** during the 2011–12 academic year. This strategy will expand the new campaign over the next several years. The new style capitalizes on the popularity of the reality TV genre which inspired it and allows the college to showcase students of many cultural and academic backgrounds. Forty-seven percent of the advertising budget is spent on local and cable television advertising, and approximately 90 percent of that advertising airs during enrollment periods. Reach includes all households in District 505.
- **Radio**—Parkland maintains a modest presence on most local radio stations during enrollment periods, encouraging traditional and nontraditional enrollment, as well as a summer effort to lure students who have returned home from other colleges and universities. Eleven percent of the advertising budget is spent on radio. Reach includes virtually all households in District 505.
- **Billboard and Commuter Bus Advertising**—Parkland employs billboard advertising to complement other advertising media and reinforce the brand. Since the Metro Transit District buses canvas a very wide area within Champaign and Urbana, Parkland has been advertising on buses for the past several years. The college uses the buses to cover the metro areas with this type of advertising and billboards in its outlying district areas to reach those constituents. These two forms of advertising represent 21 percent of the advertising budget. The impressions on these ads fluctuate based on location but reach most residents of District 505 multiple times during a campaign.
- **Print Advertising**—The college implemented a weekly print advertising campaign in the *News-Gazette* (circulation of approximately 40,000) in 2010 to maintain a consistent presence in that medium. These ads list the college’s upcoming events, with the goal of showcasing the diversity of programming at Parkland, in addition to inviting the public to events like open houses and theatre, art gallery, planetarium, and athletic exhibitions. Fourteen percent of the advertising budget is spent on print ads. *See Figure 3* for a breakdown of Parkland College’s annual advertising budget.

Criterion Five

Figure 3: Breakdown of Parkland's annual advertising budget.



Publications

The college uses the following publications as part of its advertising strategy:

- **Course Catalog**—Parkland creates a course catalog annually and distributes it in print and electronic versions. The 2012–13 catalog is the first to be offered as a flip book. Previous versions were available as PDFs. The flip book allows more people to access the catalog from mobile devices and perform effective, easier searches so that students can access the information from multiple platforms.
- **Class Schedules**—Parkland sends 119,000 printed **credit** and **noncredit** class schedules to every household in the district in the spring, summer and fall, so each resident should receive six total opportunities to review class offerings every year. Copies of these publications are also posted on the college website.
- **Business Training Schedules**—The Business Training unit is represented in the noncredit schedule, but the unit also produces a separate schedule booklet which is mailed three times per year to approximately 5,000 business professionals.
- **Program Brochures**—Faced with inconsistent brochures for various programs around campus, the Parkland Marketing and Public Relations department developed new brochures that cluster several similar program areas together. This allows the Admissions team and the program recruiters just one or two publications to convey their programs' information. Parkland offers the following brochures:
 - **Transfer Programs**
 - **Agriculture and Horticulture**
 - **Business and Hospitality**
 - **Computer Science and Information Technology**

Criterion Five

- **↻ Social Sciences and Human Services**
- **↻ Engineering Science and Technologies**
- **↻ Arts and Communication**
- **↻ Health Professions**
- **College for Kids Brochures**—The College for Kids program represents a unique opportunity to specifically reach out to families with grade school children. An electronic schedule booklet for this program goes out to 1,300 e-mail addresses, and 1,800 people receive postcards promoting this program.
- **Admissions Posters**—In 2010, Parkland implemented a new poster campaign to help reach out to local high schools. The posters each feature dramatically lit photos of groups of Parkland Cobra athletes who hailed from a particular school to show that popular students from that school have chosen Parkland. Admissions counselors report poster popularity and improved attendance at Parkland informational sessions as a result.
- **Club Latino Posters**—Based on the success of the admissions posters and an effort to improve Latino/a student enrollment, a new poster campaign featuring Latino/a students launched in local high schools in 2012. *Within days of the posters hitting high schools, the web URL listed on the poster was visited more than 150 times.*

Internal Communications

Parkland developed and released an intranet site for employees and students in 2009. My.Parkland (“the portal”) conveys calendar information, features campus news, and stores information for more specialized internal programs and groups. While My.Parkland has limitations related to the software platform, the site receives more than 300,000 student and 70,000 employee hits per month. Parkland tracks the number of hits on its website and other social media platforms to ensure that they are meeting the needs of the community. Nonetheless, the transition to the new portal as the primary site of communication across the college proved challenging. The college continues to adjust to the changes, and as with all initiatives, the portal will evolve to better meet the communication needs of staff and faculty.

Criterion Five

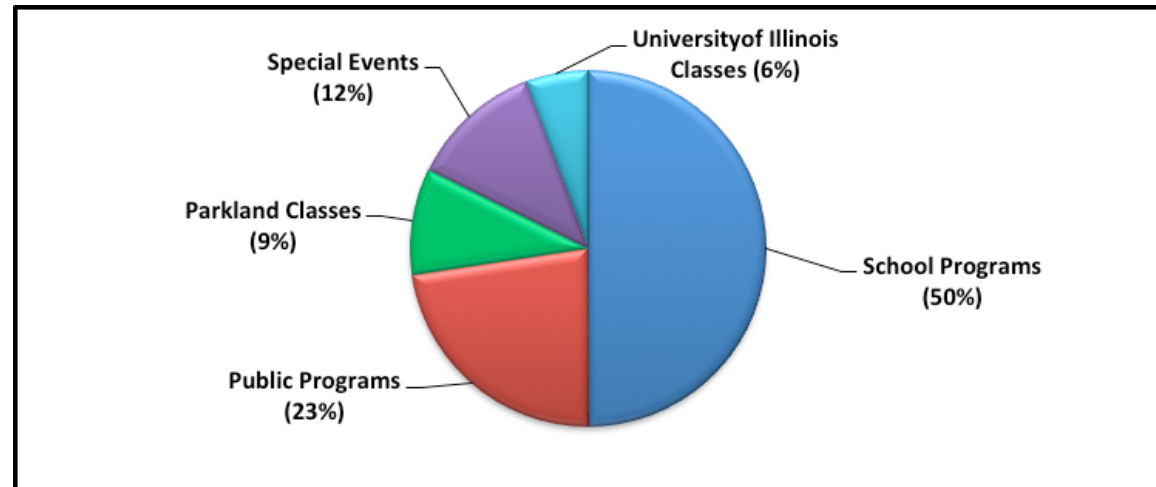
Community Programs and Services

To complement its academic offerings, Parkland College also offers community programs and services by way of its planetarium, theatre, dental hygiene clinic (discussed earlier in Criterion 5), and service-learning opportunities.

William M. Staerkel Planetarium

Parkland's renowned William M. Staerkel Planetarium serves as an excellent example of overall community engagement, serving local schools, Parkland and University of Illinois classes, and members of the general public through family programs and special events. See Figure 4.

Figure 4. A breakdown of Staerkel Planetarium's programming and groups served, 2011–2012.



Planetarium Partnerships

The Staerkel Planetarium has cooperated with the local school district to create several curricular units, namely “Sun, Moon, and Stars” (first grade), “Our Place in Space” (fourth grade), and “Living and Working in Space” (seventh grade). “Living and Working in Space” was later replaced with a general astronomy unit and moved to eighth grade. The first and fourth grade shows involved the creation of a planetarium show that supported these units. In fact, local teachers assisted in the writing of the show.

The planetarium also has worked with the University of Illinois Astronomy department on several projects. A presentation was developed back in 1993 for 100- and 200-level astronomy students. Roughly 700 to 800 students see this show during special evening presentations every semester. In 2005, the planetarium partnered with the University of Illinois Astronomy department on a \$10,000 Hubble Space Telescope grant to develop a planetarium show called *Stellar Extremes*, which was made available to the 180 members of the Great Lakes Planetarium Association.

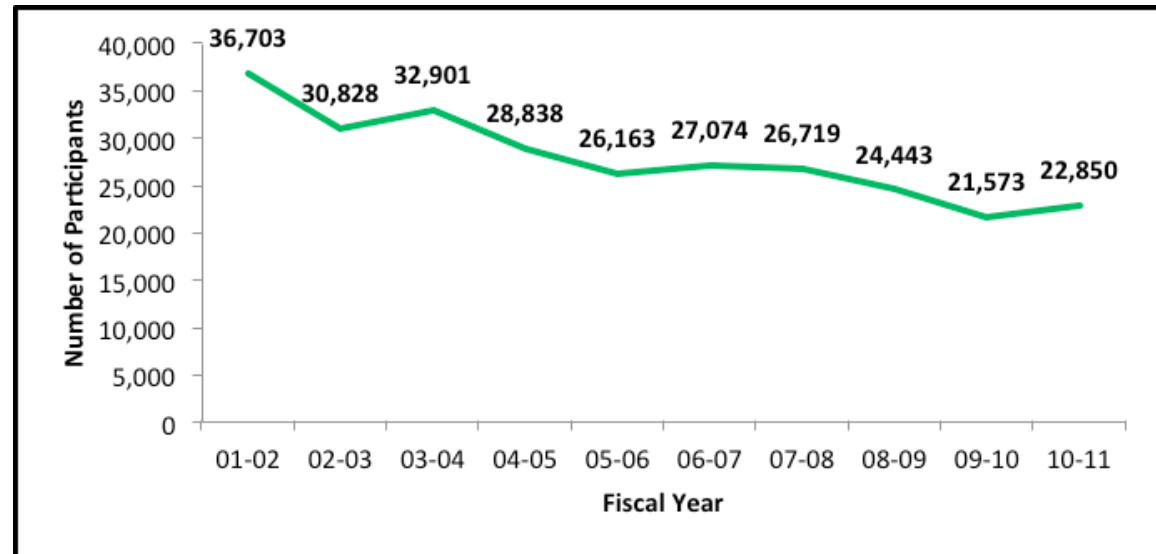
Criterion Five

Planetarium staff assisted in teacher training at the annual Urbana Teacher’s Resource Fair (2010, 2011 and 2012), regional and state Science Olympiad competitions (2003–2012), and STEM nights at some of the local schools (2010–2011). In addition, the planetarium routinely collaborates with the local Champaign-Urbana Astronomical Society, especially during the International Year of Astronomy (2009) when planetarium staff and astronomical society members conducted a park tour in an effort to bring telescope viewing of the night sky to the public. Roughly 200 people took advantage of these efforts.

Planetarium Attendance

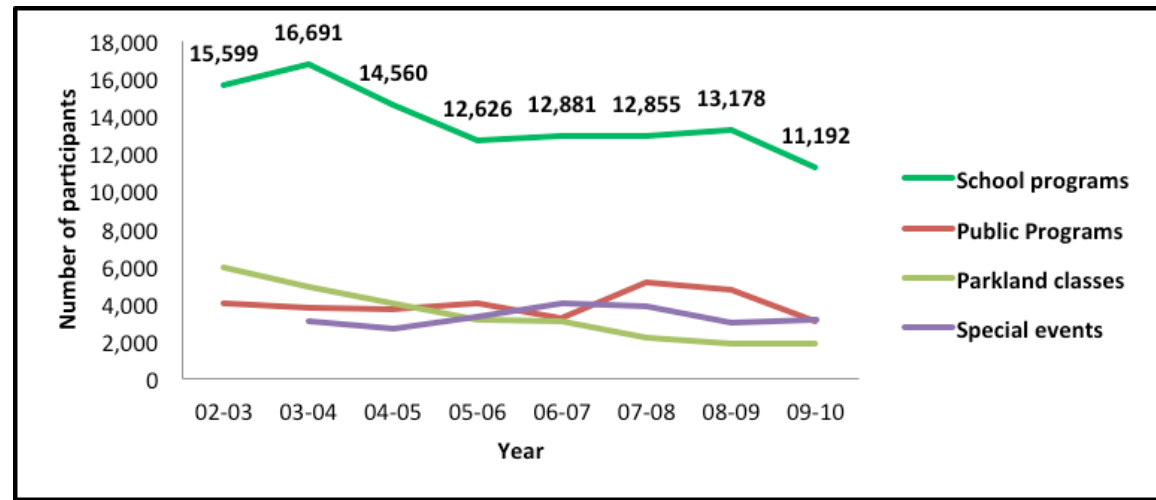
While the planetarium historically has had robust attendance, recent attendance has trended downward. This can be traced anecdotally to the lack of funding available to district schools and increased transportation costs. In fact, 50 percent of the total attendance is attributed to school children on field trips (FY 2011 data). Additionally, state standards mean the Champaign school district will only pay for field trips for units that have linked shows, such as “Sun, Moon, and Stars” (first grade) and “Our Place in Space” (fourth grade). In spring 2010, the “Sun, Moon and Stars” unit was replaced by a non-astronomy unit. In addition, school bus transportation is much more difficult to arrange. Teachers often have to call and reschedule field trips based on bus availability. Groups coming from out of town are taking a half day or so for their visits. Given the “No Child Left Behind” Act (signed into law, 2002), many teachers have chosen to bypass field trips to concentrate on standardized testing. A teacher’s survey, instituted for spring semester 2012, asks how the field trip was funded. *See Figures 5 and 6* for total attendance and attendance broken out by group.

Figure 5. Planetarium total attendance from 2001 to 2011.



Criterion Five

Figure 6. Planetarium attendance by group from 2001 to 2010.



Efforts to Increase Planetarium Visibility and Attendance

Recent efforts to increase visibility and attendance include the following:

- Since October 2006, the planetarium director has been writing a **weekly newspaper column** on Mondays in the *News Gazette* where he can promote weekend programs.
- The planetarium started a social networking site on Facebook in April 2010 where “friends” rose dramatically. To date, the planetarium has 485 “friends,” 19 percent more than the total from July 2011. Active users jumped in November and again in December 2010, most probably due to the publicity surrounding the planetarium’s reopening after the digital projector installation.
- A listserv was started in 2007 to communicate electronically with area teachers and interested members of the public. A flyer was mailed to all area district schools in August 2010 to call attention to this listserv. Membership rose by 27 percent (to 148 members as of January 1, 2011) through this action. As of March 1, 2012, there were 168 members on the listserv (a 13 percent hike).
- Birthday party packages were added in 2007, which resulted in a 21 percent increase in the “special event” attendance category.
- A major equipment upgrade to digital projection in 2010 brought great interest back to the planetarium, explaining the spike in public attendance.
- To maintain the momentum of the fulldome digital projection system, the planetarium staff will work with the Marketing and Public Relations department at the college to develop a marketing plan for the planetarium. Efforts will include more of an online presence on more local websites (such as chambanamoms.com) and more social networking. That plan will be enacted in the late spring 2012.

Criterion Five

- The planetarium is working on having more of a presence within Parkland College (especially the college center region) to attract more Parkland students.
- For spring 2012, non-astronomical programming is being developed in conjunction with Parkland earth science instructors to support their instruction. This trend should continue to attract other sciences to the dome.
- The planetarium is interested in pursuing a study to determine how much knowledge patrons acquire from their visits.

Parkland Theatre

Parkland's intimate **proscenium theater**, with seating for 315, provides a beautiful setting for music and theatre productions that range from comedies to Broadway-style musicals to serious contemporary plays, and it is the performance home of Parkland College Theatre productions. The theater is also heavily used by outside entities on a rental basis. Past and present clients include the Champaign-Urbana Theatre Company, Central Illinois Dance Academy, Champaign Urbana Ballet, Champaign Park District Youth Theatre, the Miss Champaign County Pageant, and the High School Arts Seminar. In 2011, total attendance for all theatre programming was 26,718. Annual satisfaction surveys rank patrons of the theatre as satisfied in excess of 93 percent each year. For a breakdown of productions and attendance, *see Table 4.*

Table 4. Breakdown of Parkland Theatre productions and attendance, 2008–2011.

Year	Number of Performances	Parkland Attendance*	Average Patrons per Performance
2008	29	5,904	203.6
2009	24	3,736	155.7
2010	22	5,904	268.4
2011	35	7,386	211.0

*Excludes rentals and student programs.

Parkland's Theatre Arts program fulfills the mission of the college with a sharp focus on Parkland's core values, especially multiculturalism. Each season's brochures and audition announcements state: "Auditions at Parkland College Theatre are open to all members of the community and to Parkland and U of I students. We encourage diversity." With the inclusion of community members in the audition and casting processes, Parkland Theatre integrates student learning and community involvement; the community of cast and crew routinely comes from a variety of ages, ethnicities, socioeconomic backgrounds, abilities, and experiences. Further evidence of diversity is present in Parkland's season choices. Seasons are decided based on several factors, including balancing the need to educate theatre students with the needs of the community. Recent

Criterion Five

seasons have focused on important social issues, emphasizing Parkland’s commitment to teaching social responsibility as well as its commitment to a broad definition of cultural awareness and diversity.

Recent shows exploring gender identity or expression, racial or ethnic concerns (either in the texts or in the casting choices), and/or discrimination include the following:

- *Outside the Box*
- *The Exonerated*
- *To Kill a Mockingbird*
- *Angels in America Part I: Millennium Approaches*
- *Lend Me a Tenor*
- *The Laramie Project*
- *That Takes Ovaries*
- *Five Kinds of Silence*
- *Dead Man’s Cell Phone*

While Parkland’s Theatre Arts program offers ample space for large productions, the Theatre Arts program has long required instructional space for smaller, experimental productions through which students learn unique acting and technical methods. A black box theater is currently in design and will provide new options for students working in sound and lighting design and will blend with the current facility to expand rehearsal, classroom, and storage space. The expansion will feature a larger reception area, remodeled restrooms, and an expanded box office, thus improving community members’ access to this vital cultural resource.

Cocurricular Activities

Since its beginning, one of the primary purposes of Parkland College has been to “guide and assist students in becoming active, responsible, ethical, and self-disciplined citizens in our democratic society.” To help fulfill this purpose, in 2006, Parkland College began an effort to institutionalize **↔ service learning** on campus by creating a new service-learning coordinator position. Since then, considerable progress has been made to increase the number of service-learning courses by supporting the process of creating lasting partnerships between the college and community organizations. Parkland’s service-learning efforts are a good demonstration of cocurricular engagement; Parkland students learn the content of their courses through service outside of the classroom. As a direct result of this strengthening of the overall focus of community engagement at the college, Parkland College was named to the 2009 President’s Higher Education Community Service Honor Roll by the Corporation for National and Community Service, recognition that the college’s work is valued on the national level. Other awards garnered by Parkland’s service-learning initiative include the following:

- 2009 President’s Higher Education Community Service Honor Roll
- 2009 Community College National Center for Community Engagement’s Service Learning and Civic Engagement Award in the Category of Collaboration with K–12

Criterion Five

- 2010 Lumpkin Family Foundation Grant
- 2010 West Champaign Rotary Club Tin Cup Award
- 2011 Do Something Growth Grant
- 2011–2012 Illinois State Board of Education Those Who Excel Award of Excellence
- 2012 McKinley Foundation Social Justice Award, Community Organization Honorable Mention
- 2012 Innovation Celebration Innovation in Engagement Award

Efforts to Promote Service Learning

The college has focused its efforts to promote service learning in the following areas:

- **Service-Learning Advisory Council:** The college has a collection of faculty, students, administration, staff, and community members which meets twice a semester to collaborate and brainstorm ways in which the college can continue its growth in regard to community engagement in general and service learning in particular.
- **A bimonthly Service-Learning e-newsletter:** This newsletter is sent to the college community, highlighting various successful service-learning partnerships and volunteer opportunities.
- **Volunteer Fair:** Each semester, in conjunction with the Office of Student Life, the college hosts a Volunteer Fair where more than 20 community organizations come to campus to highlight their programs and to recruit Parkland students, faculty, and staff to help the organizations fulfill their missions.
- **Service Learning Website and Workshops:** In addition to maintaining a Service-Learning webpage containing sample syllabi, informational worksheets for course development, and a list of current opportunities in the community for potential partnerships, there are regularly scheduled workshops in the college's Center for Excellence in Teaching and Learning that highlight successful service-learning classes and best practices in the field of community engagement.

Courses Participating in Service Learning

Several classes and programs engage in some form of service learning. The following are some examples of service-learning coursework:

- ART 228: Advanced Digital Photography (Peggy Shaw)
- BIO 104: Environmental Biology (Heidi Leuszler)
- BIO 120: Fundamentals of Nutrition (Toni Burkhalter)
- COM 121: Introduction to Advertising (Kendra McClure)
- CHE 100: Introduction to Chemistry (Christina Beatty)
- CIT 230 Construction: Field Experience (Greg Walburg)
- CSIT Service-Learning Center (Jeff Cox and Jonas Dees)
- DHG 230: Community Dental Health (Peg Boyce and Kim Pankau)
- ECO 102: Microeconomics (Lewis Metcalf)

Criterion Five

- EDU 101: Education (Charles Larenas)
- ENG 102: Composition II (Brian Nudelman, Patti Verstrat, Lauren O'Connor, and Ruijie Zhao)
- ENG 106: Accelerated Composition (Deanna Williams)
- ENG 220: Professional Writing (Lauren O'Connor)
- ESL 085: Listening/Speaking/Pronunciation (Tracey Brown)
- Horticulture/Landscape Program (Kaizad Irani)
- NUR 257: Community Health Nursing (Carmen Zych)
- Occupational Therapy Assistant Program (Kelli Meents and Rebecca Bahnke)
- PSY 101: Introduction to Psychology (Ann McManus and Freda DeCerbo)
- PSY 209: Human Growth and Development (Ann McManus)
- SPA 104: Intermediate Spanish II (Montserrat Oliveras-Heras)

Homework Club at Garden Hills Elementary School

Inspired by the “Funds of Knowledge” approach pioneered by Luis Moll, the Homework Club’s basic premise is that by pairing Parkland students with Garden Hills students as homework “partners,” both individuals benefit. For the elementary students, receiving homework support in a small-group setting has continually been shown to increase their overall academic success. At the same time, the Parkland students take on the roles of mentors to their partners, modeling successful strategies that embody the life choices of committed college students. More importantly, these experiences at the Homework Club tie directly back to specific course concepts and learning outcomes for the college students involved. Students enrolled in PSY 207: Introduction to Child Psychology have benefited from learning important key concepts of the field experientially, while EDU 101: Introduction to Education students learn more deeply about concepts such as testing and classroom management by actively engaging with the subject matter discussed in their classrooms and textbooks through their experiences as partners at the Homework Club. *Table 5* illustrates the numbers of students from Parkland College participating in the Garden Hills Homework Club as well as the number of Garden Hills students assisted.

Table 5. *The number of Parkland student volunteers and Garden Hills students served.*

Semester	Parkland Student Volunteers	Garden Hills Students Served
Fall 2007	17	16
Spring 2008	21	21
Fall 2008	28	29
Spring 2009	35	27
Fall 2009	26	21

Criterion Five

Table 5. The number of Parkland student volunteers and Garden Hills students served.

Semester	Parkland Student Volunteers	Garden Hills Students Served
Spring 2010	23	19
Fall 2010	19	21
Spring 2011	16	26

The program hopes to expand to incorporate more volunteers into this needed service. The program relies heavily on the availability of VISTA (Volunteers in Service to America) personnel, as well as resources provided by the college. The Service-Learning council seeks ways to help encourage more faculty to participate in this needed community service.

➡ Explore the Garden Hills Homework Club's effect on the community in more detail.

Computer Science and Information Technology (CSIT) Service Learning Center

For the past four years, students at the Computer Science and Information Technology (CSIT) Service Learning Center have provided IT support for nonprofit organizations, community projects, senior citizens, and disabled persons. From Digital Media to PC Repair and Support, from Network Administration to Database Development, the CSIT Service Learning Center continues to serve Parkland's community in a variety of ways, all the while providing Parkland students important opportunities for expanding their learning. For example, students in a Web Design I course were asked to create a website for BETHS (Because Eventually the Healing Starts) Place, a women's domestic violence shelter in Tuscola, Illinois. Additionally, a Computer Graphics class worked on an augmented reality research project for the University of Illinois National Center for Supercomputing Applications. The students created an interactive media application for iPhones that will be used for education purposes on iPhones and other portable devices.

Nursing Program

Nursing students in a community health class give flu shots in the fall, work at the Champaign County Christian Health Center, and perform social visits with the elderly. One of the instructors is a nurse consultant for the local Head Start, and as a result of that relationship, Parkland has a contract with Head Start which sends in Parkland nursing students to teach health-related topics.

Occupational Therapy Assistant Program

As described in Criterion 5a, Parkland College's OTA program has provided six to eight 2-hour community workshops per semester for a total of 36 workshops serving 225 participants. OTA students are required to provide service learning relevant to each type of workshop being presented —about eight workshops per semester on Saturday mornings. Furthermore, in the fall, students present CarFit for the community, a national program for older adults prepared by AAA, AARP, and the American Occupational Therapy

Criterion Five

Association. Trained Parkland students screen older adults and help perform safety checks which determine how well the older adults fit their cars, how clearly they can see, how well they can operate all knobs, and whether or not they have blind spots while operating their cars. Finally, the first-year students in OTA 112: Therapeutic Media (Fieldwork I) conduct service learning with Lincoln Challenge (tutoring), the Garden Hills Homework Club, and at CU Special Recreation. In OTA 115: Fieldwork I/Clinic II, the first-year students provide service at the Black History Health Fair and at the Autism Walk and Safety Fair.

Fine and Applied Arts

Students in Parkland College's Advanced Photography class have taken part in a photographic service-learning project to serve community organizations in District 505. Twenty students in the class during the fall and spring semesters partnered with 14 important organizations in the college's community. For example, a student partnered with the Don Moyers Boys and Girls Club of Champaign, Illinois, and took photos for an inspirational poster that the organization wanted to hang in its students' study space. Another student worked with the Champaign County Nursing Home and documented several of its residents' activities there, providing important empowering images of aging and community.

Access Success

The "Access Success" entrepreneurial lecture series brings to campus business and technology leaders making a difference in District 505 through cutting-edge endeavors. Launched during the 2009–10 academic year, Access Success lectures have included a successful young real estate developer, a local news journalist, the CEO of an established asset management practice, and food service entrepreneurs. The events are open to all students. Average attendance has been 70–75 at each lecture.

Parkland's commitment to service learning has grown tremendously as a result of the leadership of the director of service learning. The college's commitment needs to continue to expand as the demand for more service-learning opportunities grows in the coming years and as the national commitment to teaching social responsibility becomes an even greater priority.

Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Parkland College is focused on serving the entire spectrum of its constituents. Examples of collaborations between the college and community groups range from those involving grade school and high school students (K–12 partnerships, dual credit classes, Programs of Study, math contests, high school arts seminars, and Story Shop), to those involving current Parkland students and other colleges and universities (articulation, transfer, and degree partnerships; Parkland Pathway to Illinois; and Parkland's Adult Re-entry Center).

Criterion Five

K–12 Partnerships

Parkland works closely with its **↔ K–12 partners** throughout the district. The college is committed to promoting a seamless transition for students from high school to college. *For more information about P-20 (pre-school–graduate school) initiatives, see Criterion 2d.*

The following is a partial list of ways the college interacts with District 505 high school constituents:

High School Students

- Parkland hosts academic contests:
 - WYSE (Worldwide Youth in Science and Engineering) Academic Challenge
 - Science Olympiad
 - ICTM/Parkland Math Contest
- Parkland hosts open houses, information meetings, and site visits:
 - Engineering Science and Technologies Open House
 - Dual Credit AYES (Automotive Youth Education System) Open House
 - High school student visits organized by EFE (Education for Employment) Career Centers
 - Fine and Applied Arts' Art Walk
 - Tour IT, a fall semester program for high school students by the Computer Science and Information Technology department
 - Get the Facts, an informational meeting for area students interested in Health Professions programs
 - Parkland Pathway to Illinois Open House (in cooperation with the University of Illinois), informational meetings for potential Pathway students from Illinois high schools
 - College-wide open house for all prospective students
 - Admissions recruiting, including spring semester visits to 25 area high schools
 - “Day at Parkland” for students with disabilities in District 505 high schools
 - Club Latino outreach events to area high school Latino/a students and their families
 - Programs of Study for students in Construction Design and Management
 - Dual Credit classes offered in area high schools and on Parkland’s campus
 - Parkland Challenge, a competitive game show between area high schools that airs on Parkland College Television (PCTV)
 - High School Assessment Advisor visits, to deliver Parkland’s placement exam, COMPASS, to area high school juniors and help students determine the best schedules for their senior years based on placement results

Criterion Five

- Parkland hosts high school faculty and staff:
 - District 505 biannual high school counselors' meeting
 - Unit 4 Symposium
 - an opportunity for dialog and exchange between faculty from local Unit 4 high schools and Parkland
 - Dual Credit Orientation and Professional Development Conference (mid-August)
 - Common Core Standards regional training workshop for college and high school faculty (April 2011)
- Parkland hosts parents and their high school students:
 - Financial Aid Nights at area high schools, providing information about financing a college education
 - College Bowl Sunday (held a week after Super Bowl Sunday), offering hands-on help for anyone completing the Free Application for Federal Student Aid (FAFSA) form
 - Parents' Night at Parkland, organized by Admissions for high school seniors and their parents

Dual Credit Courses

One significant way the college interacts with its high school partners is through dual credit courses. Parkland has been offering dual credit courses since the late 1990s. In 2008, recognizing that dual credit is an affordable and seamless way for high school students to transition to college, Parkland committed to the goal of enrolling 20 percent of its district population in **↔ dual credit courses**. In addition to an existing full-time dual credit secretary, administration added a 19-hour position dedicated exclusively to cultivating relationships with district high school teachers, counselors, and administrators as well as with high school students and their parents. The impact of dual credit courses on students cannot be overlooked. Students who take dual credit classes gain a sense of confidence in their ability to do college work.

Dual Credit Enrollment Trends

Dual credit enrollment continues to rise, as high school students and their counselors recognize the benefit of community college education. Students who take dual credit classes at their high schools taught by qualified high school teachers **do not** pay tuition. This has been an enormous incentive and has contributed to the growth in dual credit enrollment. Another possible factor in the increase of dual credit students is that some high schools are no longer hiring teachers for industrial arts, so those students may be coming to Parkland for those courses. In FY 2007, 531 high school students were enrolled in dual credit courses compared to 1,317 high school students in FY 2012. *See Figure 7.*

For specific breakdowns of dual credit courses taught in the high schools, see Tables 6, 7, and 8.

Criterion Five

Figure 7. Number of students enrolled in dual credit courses from FY 2007 to FY 2012.

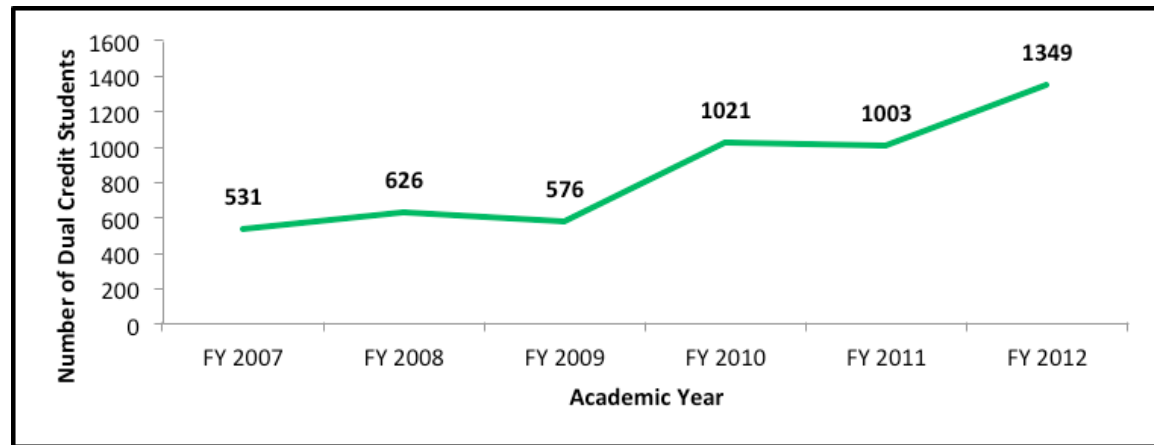


Table 6. Dual credit courses taught at the high schools, fall 2008 to spring 2011.

Semester	Number of High Schools	Number of Courses	Number of Sections
Fall 2008	9	9	16
Spring 2009	9	15	19
Fall 2009	14	14	25
Spring 2010	13	18	42
Fall, 2010	15	19	40
Spring 2011	18	25	50
Fall 2011	20	28	55
Spring 2012	19	31	63

Criterion Five

Table 7. Total dual credit enrollments/credit hours generated, fall semesters 2008–2011.

Semester	Headcount (unduplicated)	Headcount (duplicated)	Credit Hours Generated
Fall 2008	272	387	1,187
Fall 2009	463	577	1,829
Fall 2010	429	546	1,843
Fall 2011	596	831	2,563

Table 8. Total dual credit enrollments/credit hours generated, spring semesters 2008–2011.

Semester	Headcount (unduplicated)	Headcount (Duplicated)	Credit Hours Generated
Spring 2008	236	NA	NA
Spring 2009	258	383	1,308
Spring 2010	477	730	2,284
Spring 2011	498	665	2,301
Spring 2012	664	924	2,963

As these tables clearly indicate, the number of students demanding and enrolling in dual credit is sharply increasing. The college has responded with more offerings when qualified teachers can be found to serve these students. The most popular transfer courses taught at the high schools are ENG 101: Composition I, ENG 102: Composition II, and MAT 128: Calculus and Analytic Geometry I. The most popular CTE courses taught at the high schools are in Health Professions (HCS 112: Orientation to Health Careers, HCS 117: Team Building, HCS 154: Medical Terminology, and NAS 111: Basic Nursing Assistant) and Computer Science. Courses that will see an increase in the future are the following:

- MAT (statistics, pre-calculus, applied math)
- BUS/MKT (entrepreneurship, introduction to business, personal finance, marketing)
- AGB (horticulture, agricultural business management)
- CHE (chemistry for health professions, general chemistry)
- HIS (U. S. history, world history)

Criterion Five

Increased Communication between High Schools and Parkland College

One essential development which has evolved from the increase in courses being taught at the high schools by qualified high school teachers is the opening channels of communication between Parkland and district high schools. Parkland teachers and their high school colleagues are communicating much more often. In at least two areas, high schools have rebuilt their curriculum offerings with dual credit in mind, particularly regarding certain business and mathematics offerings at local Unit 4 schools. Parkland plans to play an active role in the “seamless transition” sought in the statewide preschool-grade 20 (P-20) initiative.

During fall prep week of 2011, 79 high school dual credit faculty, counselors, administrators, and Parkland faculty/administrators gathered for a dual credit **↔ orientation/professional development conference**. The event included sessions led by dual credit instructors as well as Parkland faculty related to best practices in teaching college-level material to high school students. Maintaining good communication and collaboration with all its dual credit instructors is a priority for Parkland’s dual credit program. Some departments have been slow to evaluate each instructor on site at the high schools, but every department has a plan for evaluating faculty in person, just as every other full-or part-time faculty member is evaluated on Parkland’s campus.

Evaluation of Dual Credit Courses and Instructors

Quality for dual credit courses is assured in a number of ways. **↔ The Illinois Dual Credit Quality Act** sets standards and requirements including the requirement that syllabi must be reviewed by the college every year. ICCB has additional guidelines for dual credit classes which it requires colleges to follow. Parkland College adheres to these standards, and departments regularly review all syllabi and work with each individual faculty member teaching a dual credit course to ensure that all courses are equivalent to those taught on campus.

All dual credit teachers at the high school are given the same course/student evaluations as teachers on campus. Dual credit teachers at the high school are also evaluated in the same way the college evaluates any new part-time faculty member including class visits. Before a class is offered at the high school, the credentials of potential teachers and the course curriculum are approved by the department chair and the program director or course coordinator for that course. Dual credit instructors are evaluated according to guidelines in the **↔ Faculty Performance Evaluation Procedures Manual**.

Programs of Study (CDM)

Each year approximately 60 percent of first-year, first-time Parkland College students in the Construction Design and Management (CDM) program require some sort of developmental course work. Students are often not aware of program requirements and of the options available to them while in high school, leaving many unprepared to enter college. Additionally, the number of high school courses in construction and technology is decreasing, limiting students’ awareness of the field. The CDM program at Parkland offers numerous dual credit options for high school students, but enrollments are low due to a lack of student awareness. If utilized, dual credit courses could dramatically improve students’ levels of preparation and chances for success upon entering

Criterion Five

college. These courses would also decrease the need for developmental coursework that often expends financial aid funding without leading to a credential or degree.

ICCB Grant to Create a Program of Study in Construction Design and Management

In 2010–11, Parkland College was awarded a grant through the Illinois Community College Board to implement a Program of Study in Construction Design and Management. The goal of the grant was to increase awareness of the CDM pathway. Strategies to achieve this goal included the following:

- to improve the marketing of the existing dual credit opportunities at Parkland
- to provide information about the program to students at a younger age, potentially beginning in the 8th grade
- to inform parents about dual credit opportunities
- to improve relationships with local high schools in the district, particularly guidance counselors since they are a main source of information for students about course options
- to create a CDM program of study in district high schools and have students enrolled in these programs by the fall 2012

With the grant funds, Parkland organized a Pathways to Results (PTR) team made up of members of the Education for Employment office, CDM faculty, high school teachers and counselors, and the dean of career and transfer programs. This PTR team focused on two initiatives to improve dual credit: a) provide CDM dual credit materials at all district high schools' freshman orientations and at fall registrations and b) host a June workshop for high school guidance counselors to educate them about career opportunities in CDM and the benefits of dual credit courses. These activities were suggested to have the greatest impact on dual credit recruitment, and the team believes they could improve dual credit opportunities for underrepresented students.

The majority (71 percent) of the students enrolled in the CDM program are white, and another 20 percent are African American, American Indian, Asian American, and Hispanic/Latino/a, with each group making up about 3 percent of students in the program. Slightly more than half of the students (51 percent) are economically disadvantaged. Major equity gaps were found in the retention rates of these groups. The first-to-second year retention rates were significantly lower for African American and economically disadvantaged students than other student groups. Specifically, while the retention rate was 69 percent for the overall student group, the rate was only 29 percent for African American students and 44 percent for economically disadvantaged students. These percentages demonstrate the need for better recruitment and additional support services for these groups. Closely examining data about needs of students and other community constituents, the college did the following:

- assessed marketing and recruitment processes
- identified potential methods to reach parents and students

Criterion Five

- assessed data from last five years on CDM students, including dual credit courses, certification, degree completion rates, and retention rates

Evaluation Methods and Measures

The team will survey high school guidance counselors and students in spring 2012. These results will be taken into consideration when creating recruiting materials and planning the workshop for counselors. The partnership will administer the surveys again in spring 2013 to assess the impact of the solutions to be implemented during the 2012–13 academic year.

Sustainability

The partnership plans to update its dual credit materials based on the survey results from high school guidance counselors and students. The content of an annual workshop for guidance counselors will be updated based on survey responses. Results from the survey in Phase 5 indicate high levels of confidence that the solution will be sustained and that there is commitment from the dual credit leadership. Challenges identified relate to time and funding, the elimination of the Partnership for College and Career Success (PCCS) leadership, and communication between secondary and postsecondary systems.

Math Contest

The Mathematics department at Parkland College has hosted a math contest since 1976. However, in 1982, Parkland became a regional site for the Illinois Council of Teachers of Mathematics (ICTM) statewide math contest. Each spring, high school students visit the college to participate in the competition with winners advancing to the state finals at the University of Illinois. Parkland math faculty volunteer to administer the contest. Parkland hosts one of the largest regional competitions in the state since the college allows students who are not registered through ICTM to participate. Roughly $\frac{1}{3}$ of the participants each year are Parkland registrants. The purpose of the ICTM State Math Contest is to recognize outstanding mathematical achievement, encourage independent study, stimulate interest in mathematics, and provide a wholesome meeting ground for students and teachers of mathematics through academic competition. See *Figure 8* for a breakdown of math contest student participants and *Figure 9* for a breakdown of participating schools.

Criterion Five

Figure 8. Math contest student participants from 2002–2012.

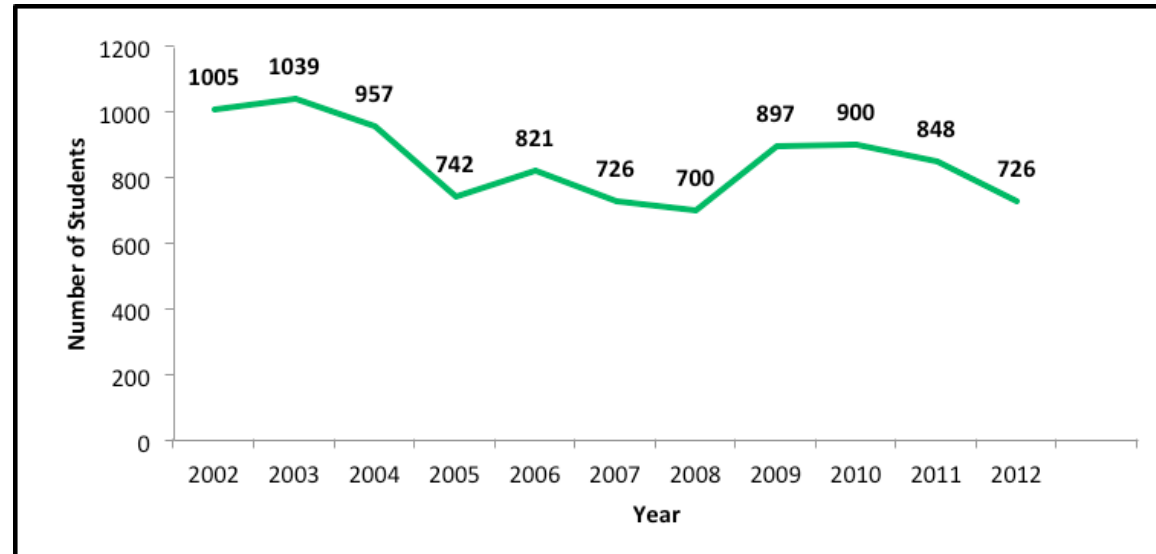
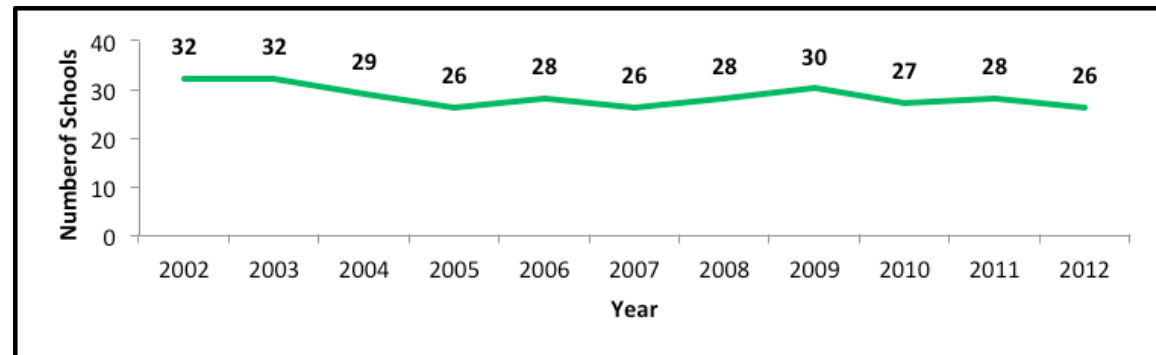


Figure 9. Math contest participating high schools from 2002–2012.



High School Arts Seminar

For 17 years, the annual High School Art Seminar has been helping the next generation of Illinois artists see the variety of opportunities available to them in the visual arts. All 30 high schools in Parkland’s district (including Champaign County) receive an invitation to participate in the seminar. On average, 150–200 students attend each year. During the seminar, art faculty organize creative activities and talk with students to provide insight into professional artistry.

Criterion Five

Story Shop

Parkland College currently hosts a writing contest through the P-20 Initiative for seventh and eighth grade students in District 505 to encourage the value and practice of good writing. Additional benefits of the contest include exposure to the college and its professors as well as community outreach to area schools, teachers, students, and families. Nationally known authors have served as keynote speakers at the awards ceremony, including Richard Peck, Rachel Vail, Ben Mikaelson, and Marlene Targ Brill. The families of merit story winners attend the awards ceremony in the spring. Since 2007, Story Shop has had 16 schools participate, with over 860 story submissions. Parkland hosts an annual awards day for the students whose stories were awarded the distinction “stories of merit.” The awards ceremony takes place in the Parkland theater, and students and families enjoy the opportunity to come to campus and to be honored for their achievements.

Again, demonstrating Parkland’s commitment to cocurricular learning and promoting service to the college, a Story Shop publication is created by Parkland students in GDS 172: Typography II. The class has worked with Story Shop since 2008. The Story Shop book is the capstone project for GDS 172 students. The students also create the Awards Day Ceremony posters and programs for the middle school students and their families. Other courses, including ENG 220: Professional Writing and PSY 207: Introduction to Child Psychology, have also worked on projects involving Story Shop materials. ENG 220 students have designed brochures for Parkland’s P-20 initiative, and PSY 207 uses the Story Shop stories as texts for the class to study child psychology and development.

[!\[\]\(e78f798d4ea5c530c9db49e7d26e6b95_img.jpg\) View more on Story Shop awards ceremonies.](#)

Articulation, Transfer, and Degree Partnerships

The [!\[\]\(c694a3ff3b077d76910920a6a1593ab4_img.jpg\) Illinois Articulation Initiative](#) (IAI) is a comprehensive statewide articulation effort among colleges and universities in Illinois. This statewide commitment to consistency and smooth articulation, involving public community colleges, public universities, and private colleges and universities, includes articulation of lower division general education and major field courses. Parkland participates fully with IAI; several faculty serve on IAI panels and are important parts of the articulation discussions across the state. Faculty on IAI panels are found in *Table 9*.

Criterion Five

Table 9. Parkland College faculty on IAI panels.

Content Area	Faculty Member
Steering Committee	Carl Lorenz (since 2003)
Gen Ed Communications	Julie Weishar
Gen Ed Life/Physical Sciences	Heidi Leuszler (cochair)
Transfer Coordinator	Randy Fletcher
Majors Agriculture	Kaizad Irani
Majors Biology	Bryan Krall (cochair)
Majors Business	Judy Smith [taking over for Jeane Gohl-Noice]
Majors Computer Science	Kari Couch
Majors Mass Communications	Nancy Sutton
Majors Education	Charles Laraenas
Majors Theater Arts	Nancy Sutton

To meet the broad range of student success goals, Parkland offers different types of instructional programs, study alternatives, and support services.

Joint Educational Agreements

Parkland College has agreements with 11 Illinois community colleges that allow Parkland district residents to enroll in degrees or certificates in occupational areas not offered at Parkland College at the cooperating college's in-district tuition rates.

High School Articulation Agreements

Articulation agreements have been developed between Parkland College and local high schools and vocational centers to minimize duplication of course content for career program students who complete occupational sequences in high school and wish to receive advanced training at Parkland. Current articulation agreements exist in agri-business; applied and technical mathematics; automotive technology; building construction and repair; child care; computer-aided drafting (AutoCAD); construction design and management; electronics; food service; health professions; industrial technology; office professional; and welding courses.

Criterion Five

Degree Completion Partnerships

↔ Degree Completion Partnerships, including on-site advising and partnering, exist with schools including Eastern Illinois University, Millikin University, and Franklin University.

↔ Learn more about Parkland's relationship with Eastern Illinois University.

Parkland Pathway Program

The ↔ Parkland Pathway to Illinois program grants guaranteed admission to qualified students to select colleges at the University of Illinois. A 2+2 arrangement, qualified high school students, with preference given for low income, first generation, and underrepresented ethnic and minority students, begin their coursework in select majors at Parkland and transfer after their first two years of coursework. Students are co-enrolled at both Parkland and the University of Illinois and typically take courses concurrently at both institutions. Programs in the Pathway to Illinois include engineering, agriculture and consumer education, liberal arts and sciences (which includes sociology, pre-med, English, and psychology), education, and fine and applied arts. Students pay Parkland tuition but have access to most resources at both institutions. Faculty and administrators from both the University of Illinois and Parkland meet monthly to coordinate efforts and to improve the program. Though the number of transfers is still growing, the program emphasizes the commitment on the part of Parkland to ensure the successful transfer of students and to provide them with the vital counseling and advising they need to succeed as they are negotiating two complex institutions.

↔ Find out more about the Parkland Pathway to Illinois program.

Parkland is firmly committed to helping students succeed. The transition from high school to college is challenging for even the most prepared students. Through its multiple access points, Parkland strives to be a college of choice, whether students are fulfilling general education credits on their way to local colleges and universities or are coming here for two or more years of education and training.

Adult Re-entry Center

While connecting with traditional-aged students (18–24) is central to Parkland's mission, as a comprehensive community college, Parkland also offers a distinctive center to assist students age 25 and older with their unique transitional needs. Parkland's ↔ Adult Re-entry Center (ARC) offers the following services to students returning to college:

- basic academic advising
- transcript evaluation
- information regarding flexible scheduling and alternative class formats
- access to convenient associate's, bachelor's, and master's degree completion opportunities

Parkland's Adult Re-entry Center (ARC) is an educational 'broker,' offering students access to learning opportunities and degree programs designed for adults who are managing competing priorities. ARC provides two basic functions: 1) recruit and enroll students to Parkland classes and degree programs and 2) offer accurate

Criterion Five

referral to the university degree completion programs the college values as partnerships. The Adult Re-entry Center is distinctive to downstate Illinois in providing advanced degree options to students and encouraging a lifelong commitment to learning. To this end, ARC serves as an entry point for adult students. This allows prospective students to see clear academic and degree completion paths at the inquiry stage, which encourages follow-through.

ARC also facilitates existing university partnerships and adds programs. District residents may identify a baccalaureate goal and meet that goal through Parkland degree completion or university-required coursework. ARC reports both its department enrollment data as well as institutional enrollment data. Reports are submitted both on a monthly and semester basis to provide the administration with a summary of enrollment activity from this population that is typically not FTE and therefore making very incremental progress. These reports demonstrate progress and allow the ARC director to make appropriate decisions when planning. *Table 10* shows ARC graduation and transfer rates from 2009 to 2012. *Table 11* shows Parkland's partnerships with 12 universities. There are 12 partnership institutions for 'adult degree completion programs.' These 12 institutions provide a combined total of 69 bachelor's degrees and 32 master's degrees.

Table 10. *Parkland Adult Re-entry Center graduation and transfer rates from 2009 to 2012.*

Year	Number of Graduates
2009	90
2010	75
2011	95
2012	97

Table 11. *Partnerships between the Parkland Adult Re-entry Center and 12 colleges and universities.*

University	Programs/Degrees Offered	Mode of Delivery	Number of Students
Eastern Illinois University	bachelor's, master's	Parkland College campus, online, Home University	2,021 for the 2011–2012 year
Franklin University	bachelor's, master's	online	approximately 29 per semester
Greenville College	bachelor's	Parkland College campus, online	between 12 and 20
Indiana Wesleyan University	bachelor's	online	currently recruiting

Criterion Five

Table 11. Partnerships between the Parkland Adult Re-entry Center and 12 colleges and universities.

University	Programs/Degrees Offered	Mode of Delivery	Number of Students
Millikin University	bachelor's	Parkland College campus	approximately 60
Olivet Nazarene	bachelor's	Parkland College campus	20
Regis University	bachelor's	online	approximately 11
Southern Illinois University	bachelor's	Parkland College campus	approximately 12–15
University of Illinois at Chicago	bachelor's	online	currently recruiting
University of Illinois Springfield	bachelor's	online	numbers not reported
University of St. Francis	bachelor's	online	numbers not reported
Western Illinois University	bachelor's	online	approximately 7–11

Transitioning back to college after careers elsewhere and other work and life experiences is challenging; Parkland's Adult Re-entry Center helps the transition by providing support and counseling for this special population of adult learners.

➤ [Learn more about ARC's academic partnerships.](#)

➤ [Read Adult Re-entry Center students' success stories.](#)

Core Component 5d

Internal and external constituencies value the services Parkland provides.

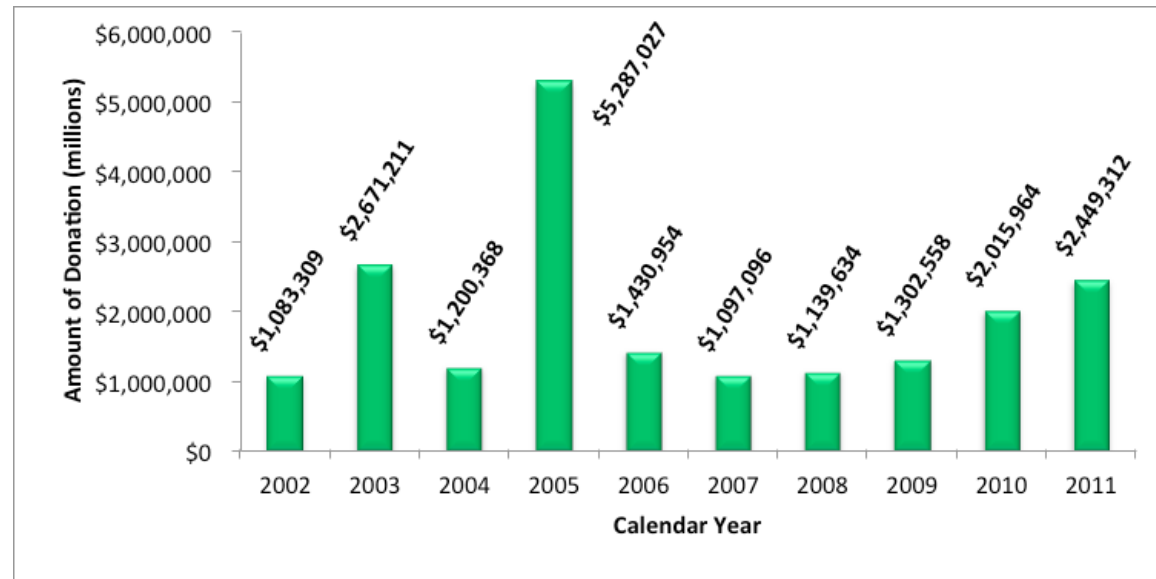
Parkland College Foundation

The Parkland College Foundation was established in 1969 as a nonprofit, tax-exempt corporation to fill several critical needs at Parkland College and in the communities it serves. To meet the demands of the constantly changing educational climate, the Foundation provides scholarships to deserving students, state-of-the-art technical equipment and program enhancements to the academic departments, capital for additional college buildings, and funds to broaden educational and cultural opportunities and services to citizens of Parkland

Criterion Five

College District 505. By administering these resources to the college, the Foundation hopes to encourage the economic development of communities within Parkland College's district as well as to improve the quality of life for its residents. See *Figure 10* for an overview of the Parkland College Foundation's fundraising efforts from 2002 to 2011.

Figure 10. Parkland College Foundation's fundraising efforts from 2002 to 2011.



Note that a major gifts campaign ran from 2001 to 2005. In 2005, many pledges materialized, hence the spike in donations.

For more on annual reports since 2002 and giving information, see the Resource Room.

The following are examples of the Foundation's collaborations with District 505 businesses and organizations.

Carle Foundation Hospital

In April 2002, the Carle Foundation Hospital contributed \$160,000 to start a partnership with the Parkland College Foundation, with an additional commitment to provide a total of \$1.4 million over the next few years. In 2009, with that initial gift completed, Carle Foundation Hospital committed another \$1.4 million. Forty scholarships at \$2,500 each, named Carle Scholars, are made available annually to students studying to be nurses, respiratory therapists, surgical technologists, and radiologic technologists at Parkland in exchange for two years of employment at Carle. Carle Human Resources director, Kathy Howell, stated that Parkland has been very responsive to Carle's ideas. Since its inception, 150 students have participated in the program. Carle Hospital has also supported Parkland faculty positions. For example, Parkland's Health Professions Recruiter position has been partially funded by Carle Foundation Hospital since fall 2003. In April 2002,

Criterion Five

Carl Meyer, executive director of the Parkland College Foundation, stated that the goal of this partnership was to reduce the shortage of healthcare professionals. Meyer stated, “We are a community college, and our role is to find, recruit, and train health care professionals.” In addition, Parkland has a fully endowed nursing position paid for by Carle Foundation Hospital.

Most recently, part of Carle’s recent pledge included \$200,000 total, \$100,000 in both 2009 and 2010, to endow a Carle Faculty Position at Parkland College. The hospital has also provided \$10,000 in support of two new Multi-Disciplinary Certificates, one in Dementia Assessment, Care, and Management and the other in Geriatrics for Non-Physicians. Students in both programs earn CEU documentation.

Entrepreneurial Program

In 2008, seven business leaders in Champaign-Urbana pledged \$250,000 to establish the V. Dale Cozad Entrepreneurship Program at Parkland College. Highlights include the following:

COZAD ENTREPRENEUR OF THE YEAR AWARD

An annual event held to present an Entrepreneur of the Year Award to recognize an outstanding District 505 business founder or leader.

ENTREPRENEURIAL SCHOLARSHIPS

Scholarships to support tuition costs, fees, equipment, and books for students. The first awards were given in fall 2010 and spring 2011 to 16 students.

Parkland Proud

The Parkland College Foundation has worked with area grocery store chain Jerry’s IGA to provide scholarships to IGA employees and/or their children. More than 250 scholarships have been awarded to Parkland students in the 13 years of the program.

Birkey’s Farmstores

Birkey’s Farmstores created a partnership with the Parkland College Foundation that includes 13 scholarships. Each student is to receive a \$1,000 award the first year; \$2,000 for the second year; a mechanic’s tool box and tool set with a retail value of \$7,500; and an internship at Birkey’s for two years that includes employment commitment for two years after graduation. The college is encouraging all 13 store managers in District 505 to place students into this program.

Tony Noel Agricultural Technology Applications Center

As a capital campaign project completed in 2001, the Tony Noel Agricultural Technology Applications Center provides modern classroom space to accommodate Parkland agriculture courses, workshops, and seminars.

- **Case New Holland Diesel Technology Training:** Parkland uses its Diesel Technology addition, completed in 2010, for its Case New Holland (CNH) Service Technician program, which prepares students to

Criterion Five

maintain and repair equipment used in a Case New Holland agriculture or construction dealership. Case New Holland has donated equipment to Parkland College in support of this program.

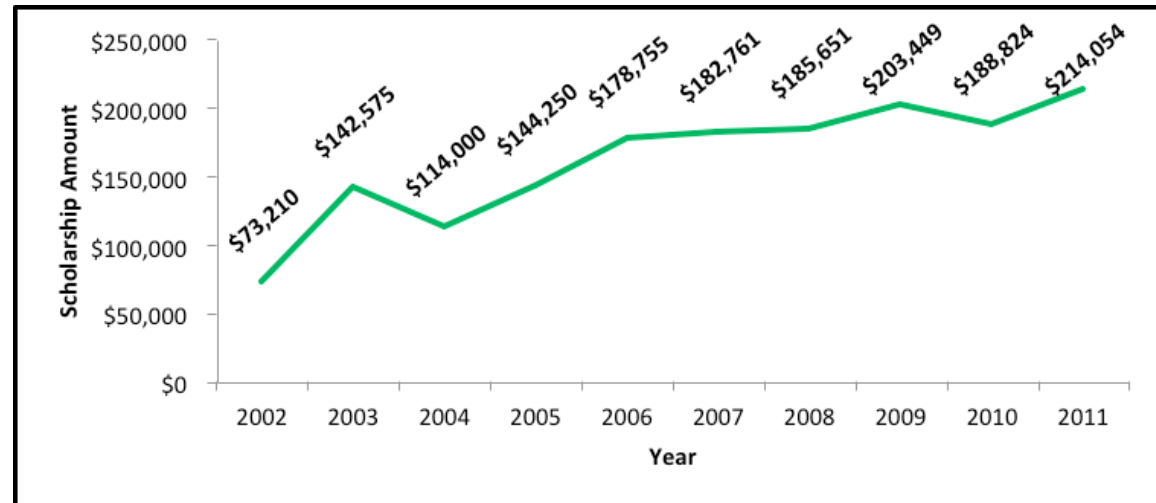
- **Prairie Gardens Plant Laboratory:** Adjacent to the Noel Center, the Prairie Gardens Plant Laboratory was completed and dedicated on May 8, 2007. This addition was funded in part by Prairie Gardens, a local nursery and garden center.

The Parkland College Foundation also provides an opportunity to involve both internal and external constituents through several unique one-time and annual events:

Annual Scholarship Recognition Reception

Each year, the Foundation invites scholarship recipients and scholarship donors to an evening reception where students receive recognition for their awards and future plans. Since 2002, the Foundation has awarded more than 2,000 scholarships, averaging \$700 each, for a total of more than \$1.4 million. *See Figure 11.*

Figure 11. Parkland College annual scholarship amounts awarded from 2002–2011.



Arbor Day Ceremony

For more than 30 years, the Foundation has planted trees in the Memorial Grove on Parkland's campus in memory of someone or to honor someone. To date, faculty, staff, students, and community members have planted more than 135 trees through this ceremony.

Walk of Honor

Parkland completed the Walk of Honor in fall 2004. The names of past donors to the Foundation are etched in stone pavers that have been sized according to giving level. For the past six years, the Foundation has received an average of \$1,700,000 in contributions.

Criterion Five

Athletic Hall of Fame

Since 2007, the Foundation has inducted 24 individuals (including former athletes as well as coaches and other staff) and four teams into the Parkland College Athletic Hall of Fame. More than 125 community members, alumni, faculty, and staff attend this reception annually.

Associate Degree Nursing's 40th Anniversary Reunion/Reception

Parkland College started its Associate Degree Nursing program in 1969, and in May 2009 the college held a Reunion Reception on campus with more than 100 attendees, including many nursing alumni.

Motorsports Car Show

For 13 years, the Automotive program has hosted an Auto Show, and alumni are encouraged to attend. Roughly 30 students from the Automotive program, AYES, Ford ASSET, and Collision Repair participate. Students provide frontline customer support from parking direction and registration to setup, ballot counting, and cleanup. Students also play an active role in advertising the show and encouraging local businesses to sponsor the show. There are usually 300 paid participants who bring vehicles, and general attendance exceeds 1,500. Participants receive a formal evaluation of the show but generally return very few of them.

Distinguished Alumni Award

The Distinguished Alumni Award was established in 2007 to honor an outstanding Parkland College alumnus at the Commencement ceremonies. Four community recipients have been awarded this honor:

- Dennis Riggs, farmer and Sidney, Illinois, small business owner ('77 AAS, Engineering Science/Electronics Engineering)
- Sandra Reifsteck, administrator for The Communication Training Group, a healthcare consulting agency ('70, AAS, Nursing)
- Krystal Fitzpatrick, retired director of the University of Illinois Police Training Institute ('75, AAS, Criminal Justice)
- Darrin Peters, president, Midwest Underground Technology, Inc. ('96, AAS, Agricultural Business Management)

Strengths and Challenges

The self-study identified the following strengths and challenges:

Strengths:

- Parkland truly *serves* District 505 with quality programs, community education opportunities, a state-of-the-art theater, planetarium, newly renovated fitness facility, and through outreach and cocurricular programs embedded in its service-learning initiatives.
- The college's tremendous growth in dual credit and dual enrollment demonstrates its capacity to gather

Criterion Five

information from, and respond to, the needs of its constituents. Parkland's management of these programs also demonstrates the college's commitment to partnerships with its K–12 partners in District 505.

- Parkland College has demonstrated a commitment to the communities it serves through establishing key partnerships, participating in community services, and reaching out to serve, embrace, and connect for effective and necessary useful interaction. The college's expansion over the past 10 years is a strong indication of the institution's commitment to engagement and service.

Challenges:

- Given the significant budget shortfalls in the state of Illinois, Parkland College will have to *improve* its ability to analyze its capacity to serve the district. In other words, all units, departments, and initiatives must be thoroughly and consistently assessed to determine quality programming with successful outcomes, given shrinking financial resources.
- Though the college has a successful Foundation and a strong commitment to seeking out external grants, the college needs to improve its underdeveloped Alumni Association to assist Parkland in its resourcing of vital programs and services.
- As the needs of the communities change, Parkland must adhere to the college mission in selecting judiciously those initiatives the institution can effectively move forward and support with adequate resources. The college must continue the effort to sustain and expand ties to the communities it serves through the mission. Fostering longterm relationships with the district communities is essential to maintaining and strengthening the support of the college's constituents.

Conclusion

Conclusion:

Building a Sustainable Future and Request for Reaccreditation

Throughout this self-study process, Parkland College has emphasized commitment to, and fulfillment of, its mission. The college engaged in a long and serious study of its mission, planning, teaching and learning, and commitment to the community it serves. The process itself showcased areas of great strength as well as areas which need more attention and assessment.

Central to this process was a focus on the future; the college has clearly demonstrated that it is committed to maintaining an excellent educational environment for future students through prudent financial planning and the construction of much-needed space for both academic and student services. In an unstable economy, especially at the state level, Parkland's fiscally responsible planning will help it sustain quality programs and services to provide for the students in District 505 and beyond. Though the future of the state budget for higher education looks bleak at the writing of this document, Parkland's administration, in connection with all of the major bargaining units on the campus, will move forward and together will plan for a solid educational environment for students now and in the future.

The college's connectedness is evident throughout campus and throughout this study. The Parkland College Association (the all-college senate) provides the campus with a clear channel of communication and shared governance. Administration, staff, faculty, and students participate fully in PCA; PCA is truly the heart of the institution. PCA, as well as other practices and units on campus, brings together student services and academic services in fruitful collaboration which promotes development and academic success for Parkland students.

Essential in any institution of higher learning is its commitment to teaching and learning. In every classroom, lab, practice site, internship, clinical, field experience, or in its online environment, Parkland is dedicated to outstanding teaching and learning. Gaining valuable insights from assessments at both the course and program levels, as well as assessments conducted throughout student services, the college has grown in its commitment to being a culture of assessment. Quality improvements in teaching and learning are central to the work of the college. Throughout the last five years of this study in particular, the college has created a process for better utilizing data and assessment to drive change and improvement. Administration, faculty, and staff are already hard at work planning new ways of tracking student success and developing more options for students who are not succeeding or who need a different environment in which to meet their academic and career goals.

Parkland's Center for Excellence in Teaching and Learning (CETL) and its Center for Academic Success (CAS) are two distinctive units of the college that bring together the collective energy and wisdom of staff, faculty, and administration in the service of students and a demonstrated commitment to improvement. CETL's unique programming for both staff and faculty has advanced the institution in the last 10 years and has evolved into a space which provides needed workshops for numerous topics including data migration procedures; best practices in teaching and learning; outcomes assessment; and personal development. The CETL staff and advisory committee work together to provide the college with opportunities to discuss current research on best practices. Many

Conclusion

of these best practices are put into use in the college's distinctive Center for Academic Success. Bringing together learning specialists, academic advisors, the Writing Lab, math faculty tutors, peer tutors, modules, and individualized tutorial services, CAS is integral to the college's mission. CAS is representative of the entire college's commitment to best practices in teaching and serving the developmental needs of students.

Parkland College has shown that it meets the five criteria for accreditation and effectively plans for its future with a proven track record of financial responsibility and a commitment to sustained improvement in teaching and learning. With evidence gathered during the course of this self-study process, Parkland College respectfully requests continued accreditation from the Higher Learning Commission as the college prepares to transition to the new Open Pathways beginning in 2013. Parkland College has sent representatives annually to the Higher Learning Commission conference in Chicago and is anxious to move into this new model of reaccreditation. Working through the College Planning Committee (a subcommittee of PCA), the college will put in place an accreditation working team to keep all units of the college informed of new trends and to better collect and use data collected both to improve the institution as well as to report regularly to the HLC.

All colleges have seen tremendous transformations in the last 10 years, and Parkland is no different. But a college is only as good as its strategic planning for the future. While it is important to learn from the past, it is perhaps even more important that an institution plans for and builds a sustainable future through shared governance, quality teaching and learning, engaging the community through advisory boards, and by listening closely to the needs of its constituents. Parkland College takes its responsibility as a community college seriously, and continued accreditation from the Higher Learning Commission ensures that Parkland can continue its efforts to provide opportunities for all students to find success.